

乌干达中学高等阶段中文教学大纲

UPPER SECONDARY LEVEL CURRICULUM

CHINESE LANGUAGE SYLLABUS

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THE REPUBLIC OF UGANDA
Ministry of Education and Sports

NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

乌干达中学高等阶段中文教学大纲

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CHINESE LANGUAGE SYLLABUS

2022

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Foreword

The study of Modern Foreign Languages contributes to the acquisition and development of literacy and communication skills. Response to the spoken word and written texts encourages critical thinking; interaction and production of language, e.g., in role-plays, conversations and writing in different formats and for different purposes; fosters intelligibility, self-expression and creativity. Through the study of foreign languages, learners develop individual and teamwork skills as well as cultural awareness which can be applied in everyday life and the world of work. The Government of Uganda has adopted Chinese as one of the foreign languages to be taught in Ugandan schools. The O-level Chinese language syllabus has already been rolled out. This syllabus document, therefore, presents the two-year programme of study for the Chinese Language as one of the principal subjects in the Upper Secondary school curriculum which will enhance the teaching and learning of the Chinese language.

The exploitation of the available global opportunities requires learners to acquire knowledge and communication skills in foreign languages. Uganda has increased its trade relations with China which has resulted in greater investment by Chinese Companies in Uganda. The presence of Chinese companies requires individuals with knowledge of the Chinese language who can take up employment opportunities, as well as facilitate business relations between Ugandan and Chinese traders. The teaching of the Chinese Language at Upper Secondary, therefore, will enable learners to improve their Chinese language proficiency which will expand their chances of undertaking studies in China and working in Chinese companies with ease. In addition, learners will have the opportunity to progress to the Upper Secondary level and choose to offer Chinese as their major subject.

Learners will learn more about the Chinese culture and appreciate and reflect on their own culture thereby embracing global citizenship. Thus, this syllabus has been developed, to cater for the needs and interests of all learners. It will be supported by the provision of appropriate learner's textbooks and teacher's guides to facilitate the teaching and learning process.

The Upper Secondary syllabus for the Chinese Language provides a firm foundation for further learning of the language. Additional vocabulary, grammar points and language skills have been provided to meet the specific needs of learners who will study Chinese Language at tertiary institutions and universities.

As the Chairperson NCDC Governing Council, I endorse this syllabus as the official document for the teaching and learning of the Chinese Language at the Upper Secondary School level throughout the country.

Prof. George Ladaah Openjuru
The Chairperson Governing Council NCDC

前言

学习现代外语有助于习得并提高读写和沟通能力。口语练习和书面写作促进批判性思维的培养。不同目的，多形式的角色扮演、交流和写作等过程中的互动以及语言的使用能够培养理解力、创造力和表达能力。通过学习外语，学生能培养个人和团队合作技能，增强文化意识，这些技能均能应用于日常生活和工作中。乌干达政府已将中文纳入乌干达学校的外语教学中，并发布了初等阶段中文教学大纲。本教学大纲提出了为期两年的中文学习计划，将中文作为乌干达中学高等阶段课程的主要科目之一，以加强中文教学。

学生需要充分利用现有国际资源掌握外语知识和沟通技能。日益密切的中乌贸易关系促使中国企业加大了对乌干达的投资。为此，中国公司需要雇佣具备中文知识、能够把握就业机会，并促进中乌贸易商之间的商业关系的人才。因此，高等阶段的中文教学能提高学生的中文水平，增加在中国深造和工作的机会。此外，学生有机会学习高级阶段的中文，并选择中文作为主要科目。

在学习过程中，学生会更加了解中国文化，欣赏和审视本国文化，从而接受全球公民这一身份。因此制定本教学大纲，旨在满足所有学生的学习需求和兴趣。学校会提供合适的学习教材和教师指南以协助教学。

《乌干达中学高等阶段中文教学大纲》为进一步学习中文奠定了坚实基础。学校会教授新增词汇、语法点和语言技能以满足将在大专院校和高校中文学生的特定需求。

作为乌干达国家课程发展中心（NCDC）管理委员会主席，我同意将本大纲作为全国中学高等阶段中文教学的正式文件。

国家课程发展中心理事会主席
乔治·拉贾赫·孔达教授

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National Curriculum Development Centre (NCDC) would like to express its appreciation to the Ministry of Education and Sports (MoES) and the Chinese Government, through the Centre for Language Education and Cooperation, Ministry of Education, China, for jointly funding the Project, and overseeing the development of the Upper Secondary Syllabus for Chinese Language. Our thanks also go to our partners in education who provided the necessary technical and financial support, especially the Chinese Embassy in Uganda and Confucius Institute, Makerere University. We do not take the contribution they have made to improve this curriculum for granted.

The Centre is indebted to the learners and teachers, and members of the Chinese Working Group who worked with NCDC Curriculum Specialists and Chinese Language experts from Confucius Institute, Makerere University to provide the necessary facts and guidance in producing this Syllabus.

NCDC is grateful to the members of the public who made helpful contributions towards shaping this curriculum and acknowledges all those behind the scenes who formed part of the team that worked hard to finalise the work on this Syllabus. Their efforts are invaluable towards having this curriculum implemented in the schools and for improved quality of education in Uganda.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or www.ncdc.go.ug.

Dr Grace K. Baguma
DIRECTOR
NATIONAL CURRICULUM DEVELOPMENT CENTRE

致谢

乌干达国家课程发展中心（NCDC）希望通过中国教育部中外语言交流合作中心，对乌干达教育和体育部和中国政府表示感谢，感谢他们共同资助该项目，并监督高等阶段汉语教学大纲的制定。特别感谢中国驻乌干达使馆、麦克雷雷大学孔子学院等教育合作伙伴提供必要的技术和资金支持。感谢他们为改进这门课程所做的贡献。

本中心感谢中国工作小组的成员、学生和教师。他们同国家课程发展中心的课程专家以及麦大孔院的汉语专家合作，为本大纲的制定提供了必要的依据和指导。

国家课程发展中心非常感谢为制定本课程作出贡献的公众，并感谢所有在幕后努力完成本课程制定工作的团队成员。他们为在学校实施这一课程，提高乌干达的教育质量做出了巨大努力。

国家课程发展中心对本出版物中可能出现的任何不足之处负责，并欢迎提出建议以有效解决不足之处。此类意见和建议可通过坎帕拉 7002 邮政信箱或电子邮件 admin@ncdc.go.ug 或 www.ncdc.go.ug 传达至国家课程发展中心。

国家课程发展中心主任

格蕾丝·K·巴古玛博士

1.1 背景 Background

2018 年以前，中文课程未进入乌干达国民教育体系，仅有个别乌干达中学开展了中文教学。2018 年底，麦克雷雷大学孔子学院与乌干达国家课程发展中心合作，组织编写了《乌干达中学初等阶段中文教学大纲》，获乌干达教育与体育部审批通过。2019 年，30 余所中学启动中文试点教学。中文已于 2022 年纳入中学初等阶段毕业会考科目，但目前尚未有中学开展高等阶段的中文教学。
The Chinese language was not included in the national education system in Uganda until 2018. Therefore, it was only taught in a few schools. At the end of 2018, Confucius Institute at Makerere University partnered with National Curriculum Development Center and compiled a Ugandan Secondary Schools' O-Level Syllabus for Chinese Language, which was approved by the Ministry of Education and Sports, Uganda. More than 30 schools commenced teaching Chinese as a pilot program in 2019 and it will be one of the subjects in UCE examinations. To date, Chinese language teaching has not been adopted at the Upper Secondary secondary level.

本大纲旨在衔接乌干达中学初等阶段的中文教学，为高等阶段的中文教学确立规范和提供指导，同时为乌干达高等教育机构开设中文师范类专业培育生源。
This project is designed to connect with the teaching of Chinese at the lower secondary level, to provide guidance for the Upper Secondary level and to prepare students for studying Chinese teaching major in higher education institutions.

2020 年，中文教学正式纳入乌干达国民教育体系。此前，一些私立中学和麦克雷雷大学一直在教授基础中文，以便在商业、教育、外交以及社会经济关系领域与全球讲中文的人顺畅交流。2014 年，国家课程发展中心第一次提出在乌干达引进中文教学的建议，并得到了时任教育与体育部部长杰西卡·阿卢波先生的支持。2015 年，乌干达教育与体育部部长代表乌干达政府向中国孔子学院总部（现中外语言交流合作中心）提交了该提案。中华人民共和国政府对此表示欢迎，并委托国家课程发展中心和麦克雷雷大学孔子学院代表乌干达教体部和中国中外语言交流合作中心，为乌干达中学制定初等阶段中文教学大纲。2019 年, 乌干达教育与体育部批准了该教学大纲。

Chinese language teaching and learning was officially introduced into Uganda's education system in 2020. Before its adoption, the Chinese Language was being taught at a basic level by a few private secondary schools and Makerere University to enable smooth communication in business, education, diplomatic and socioeconomic relations with Chinese speakers across the globe. The proposal to introduce the teaching and learning of the Chinese language in Ugandan was first conceived in 2014 by NCDC and supported by the then Minister of Education and Sports, Hon. Jessica Alupo. In 2015, the Minister on behalf of, the Government of Uganda, submitted the proposal to the Confucius Institute Headquarters in China. The Government of the People's Republic of China welcomed the proposal and mandated NCDC, on behalf of the Ministry of Education, and the Confucius Institute at Makerere University, on behalf of the Center for Language Education and Cooperation of China, to develop the O level Syllabus of Chinese Language for Ugandan Secondary Schools. This syllabus was consequently approved by the Ministry of Education and Sports in 2019.
The teaching and learning of the Chinese language was initially piloted in a few secondary schools in Uganda in 2018 with the support of a few Ugandan teachers who were retooled. In 2019, more than 30 schools also started teaching and learning the Language as one of the subjects in Lower Secondary. The cohort was anticipated to sit the Uganda Certificate of Education (UCE) examinations in 2022.

2018 年，在几名接受过培训的乌干达教师的支持下，乌干达开始在几所中学试行中文教学。2019 年，30 多所学校也开始将中文教学作为中学课程之一。这批学生预计将于 2022 年参加乌干达教育证书(UCE)考试。
The anticipated profile of the graduates of the Chinese language at UCE gave stakeholders hope to develop the Chinese Language Syllabus for the Upper Secondary Education level.
This syllabus was designed to connect the teaching of the Chinese language at the lower secondary level to the Upper Secondary Level and prepare students to study the Chinese Language as a major at higher institutions of learning.

1.2 理论依据 Rationale

《乌干达 2040 年愿景》旨在将乌干达转型为一个繁荣的现代化国家，而可持续发展目标中的第四个目标旨在“为所有人提供包容公平的优质教育以及终身学习的机会”。该项目标还提倡通过“跨文化教育和国际理解教育”来提升知识、技能、价值观和态度，语言教学可以实现上述教育目标。乌干达《第三个国家发展规划（2020/2021 财年至 2024/2025 财年）就业岗位创造战略》侧重于扩大经济多样化增长，创造劳动力需求，为乌干达人民提供就业机会。

The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country while the SDG4 aims to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It also advocates for the promotion of knowledge, skills, values, and attitudes through ‘intercultural education and education for international understanding’ which can be achieved through language teaching and learning. The NDP III 2020/2021-2024/2025 strategy on job creation focuses on expanding and diversifying economic growth to create demand for labour and provide employment opportunities to the people of Uganda.

该计划旨在加大生产领域的投资、促进外商直接投资、进入出口市场，扩大出口。预计在第三个国家发展计划期间，创造约 51.2 万个就业机会，其中增长最多的就业机会来自教育、贸易、运输和仓储、酒店、餐厅和餐饮场所等第三产业。

The Plan also aims to increase investment in productive areas, promote foreign direct investment, expand exports, and access export markets among others. It is anticipated that over the entire NDP III period, about 512,000 jobs will be created with the highest number expected to come from the services sector which includes education, trade, transport and storage, and hotels, restaurants, and eating places.

沟通是实现上述策略的关键，这些策略与语言学习产生了共鸣，而中文就是语言学习的一部分。在初等阶段，中文学习者可以达到 HSK 二级水平，即:

a) 对中文语音系统（拼音）有很好的理解。
b) 对汉字书写体系有很好的理解，能够读写 150 个汉字，认识 300 个汉字。
c) 可以与以中文为母语的人进行日常交流。
d) 探索中国当代文化和生活等。

Communication is critical in achieving the above strategies which resonate with language learning of which Chinese is part.

At Lower Secondary, the Chinese language proficiency level learners can achieve is HSK Level 2 which can enable them to:

a) perform a good understanding of the Chinese phonetic system (pinyin).
b) demonstrate a good understanding of the Chinese writing system, learn to read and write 150 Chinese words, and be able to recognise 300 Chinese characters.
c) engage with native Chinese speakers to communicate in everyday situations.
d) explore the contemporary culture and life in China among others.

中文水平达到 HSK 二级的学生在劳动力市场上更具竞争优势。支持政府改善人民生活的战略需要中文水平更高的乌干达公民，而中学高等阶段课程的教学可以培养精通中文的乌干达公民。

This proficiency level cannot enable learners to compete favourably in the labour market. It was therefore prudent that the Citizens of Uganda be prepared to acquire a higher proficiency level in the Chinese Language to enable them to support the government's strategies to better the lives of her people. This, therefore, needs Ugandans to be highly proficient in the Chinese Language to be able to meet the above standards, which can be achieved by teaching and learning the subject at Upper Secondary.

《中学高等阶段中文教学大纲》的重点是通过打破语言障碍，改善乌干达和中国之间的社会经济关系，促进交流，保障双方实现平稳互利发展，具体体现在下述中学教育目标中:

i) 逐步培养并增强民族团结、理解社会和公民责任、关爱他人、尊重公共财产、重视国际关系以及有益的国际合作；
ii) 推动对乌干达语言及其文化遗产的理解和欣赏；
iii) 培养自律意识，增强道德感、精神价值、个人和集体责任感以及主动性；
iv) 帮助每个人获得并拓展知识，了解社会和经济中出现的新需求；
v) 在乌干达社会经济发展的背景下，在理论和实践方面，提供工商业创新生产和现代管理方法及其应用的最新综合性知识；
vi) 发展个体经营所需的基础科学技术、农业以及商业技能；
vii) 社交能力、身体素质和领导能力的学习和提高（例如参加游戏、体育、社团和俱乐部），能够提高个人解决问题、信息收集和解释、独立阅读与写作以及自我提升的技能；

viii) 为继续深造奠定基础；
ix) 运用获得的技能来解决社区的问题，并培养个人对社区的建设能力和强烈归属感；
x) 培养对生产工作的积极态度，尊重劳动成果和劳动者；
xi) 培养终生学习的积极态度。

The Upper Secondary Chinese Language Syllabus focuses on improving socioeconomic relations between Ugandans and the Chinese by breaking the barriers of language to ease communication and ensure smooth and mutual development as embedded in the aims of Secondary education below:

i) Instil and promote national unity, an understanding of social and civic responsibilities, strong love and care for others, and respect for public property, as well as an appreciation of international relations and beneficial international cooperation;
ii) Promote an appreciation and understanding of the cultural heritage of Uganda including its languages;
iii) Impart and promote a sense of self-discipline, ethical and spiritual values, personal and collective responsibility and initiative;
iv) Enable individuals to acquire and develop knowledge and an understanding of the emerging needs of society and the economy;
v) Provide up-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socioeconomic development of Uganda;
vi) Enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
vii) Enable individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, and self-improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;
viii) Lay the foundation for further education;

ix) Enable the individual to apply acquired skills in solving problems of the community, and to develop a strong sense of constructive and beneficial belonging to that community;
x) Instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities;
xi) Develop a positive attitude towards learning as a lifelong process.

《中学高等阶段中文教学》

Teaching and Learning of Chinese Language at Upper Secondary Level

该大纲目前仍处于试验阶段，旨在加深对中国语言、文学和文化的理解。中文的重点是通过试验、科学性探究和理性思考来提高理解能力，进而塑造文化意识。

The thrust of the designed syllabus is experimental and toward a deeper understanding of the Chinese Language, Literature and Culture.

The focus of the Chinese Language is on the development of understanding through experimentation, scientific inquiry and rational thought to create cultural awareness.

与世界各地开展的实践一样，语言学习主要通过使用目的语交流。应尽可能多使用新技术，但由于中学五年级学生语言水平不足，部分中国文学和文化概念仍会用英语进行讲解，以提高翻译和口译能力。

In common with established best practices around the world, language learning takes place principally in the target language through a focus on communication. The use of new technologies should be made as frequently as possible. However, due to the insufficient language level of the learners at the beginning of Senior 5, an explanation of some Chinese literature and cultural concepts will be done in the English language to enhance translation and interpretation skills.

《中学高等阶段中文教学大纲》为学习者提供了广泛的语境来提高理解，这些语境旨在吸引学习者并提供机会建立与生活相关的知识、经验和技能。鼓励教师摆脱教科书局限，并尽可能提供更多易于理解的语境，将通用技能融入整个课程中，便于学生掌握。

The *Upper Secondary Level Chinese Language Syllabus* provides the learner with a wide range of contexts in which to develop understanding, and these contexts are designed to engage the learner and to provide opportunities to build life-related knowledge, experience and skills. The teacher is encouraged to go beyond the textbooks and provide as many meaningful contexts as possible. The generic skills have been integrated throughout the curriculum and can only be acquired through active approaches.

1.3. 课程比重 Weighting

中文是 A 级学科中的主要科目，也是进入高等院校的必修科目。
The Chinese Language is one of the principal subjects at Upper Secondary . This means that it is an essential subject for admission into institutions of higher learning.

1.4. 学习计划及课时指南 Guideline on the Duration of the Learning Programme

乌干达中学高等阶段教育分两学年学制，即中学 5、6 年级。每学年 3 个学期，每学期 96 个课时（每节课 40 分钟）。中文课程分三种课型：听说、读写和文学。听说课与读写课合用教材，文学另用教材。每学期课时量分别为：听说课 36 课时，读写课 36 课时，文学课 24 课时。课程对标《国际中文教育中文水平等级标准》，要求学生达到 HSK 三级水平，部分优秀学生达到 HSK 四级水平。
Uganda's Upper secondary education requires two school years (Senior 5 and 6) of study. Every school's annual timetable is divided into three terms and in each term, Chinese Language teaching and learning runs for 96 periods (40 minutes per period). It is divided into three sections namely; Listening and Speaking, Reading and Writing, and Literature and Culture. The first two sections (Listening and Speaking and Reading and Writing) share the same textbooks while the third (Literature and Culture) uses different ones. 36 periods will be allocated for Listening and Speaking, 36 periods for Reading and Writing and 24 periods for Literature and Culture. The subject aligns with Chinese Proficiency Grading Standards for International Chinese Language Education. When the programme is adequately covered, all students should be able to pass HSK

Level 3 (Chinese Language Proficiency Test Level 3) and some of the students will be able to pass HSK Level 4(Chinese Language Proficiency Test Level 4).

1.5 时间分配 Time Allocation

中文课教学课时为每周 8 课时（每课时 40 分钟，8×40 分钟）。建议各课型课时分配如下：听说课 3 课时（3×40 分钟）,读写课 3 课时（3×40 分钟）,文学课 2 课时（2×40 分钟）。教师在具体的授课过程中可以根据学生的实际情况酌情安排各部分的学时。

Chinese Language shall be accorded 8 periods per week (40 minutes each period); which means 8×40= 320 minutes should be assigned to teach Chinese Language as a subject per week. Therefore, it is recommended that 3 periods should be allocated to Listening and Speaking (3×40= 120 minutes), 3 periods to Reading and Writing which is 120 minutes per week, and 2 periods (80 minutes per week) to Literature and Culture. This allocation is only for reference.

NOTE: This allocation is only for reference.

注：以上时间分配仅供参考。

外语（中文） **FOREIGN LANGUAGES (CHINESE)**	**中学五年级** **SENIOR 5**	**中学六年级** **SENIOR 6**
	每周8课时 8 periods a week	每周8课时 8 periods a week

2.1 设计思路 Design Concept

本大纲对标《国际中文教育中文水平等级标准》，由易到难、循序渐进。在语言知识上，遵循中文学习与中文教学规律；在技能训练上，遵循口语、听力、阅读、写作、翻译等单项和综合技能训练的规律。在课程内容方面，融入环境保护、性别平等、人际交往能力、职业发展以及尊重文化多样性等素质教育的元素和内容，力求全面提高学生的综合能力。

Aligned with Chinese Proficiency Grading Standards for International Chinese Language Education, this syllabus approaches gradually from basics to Upper Secondary level. In terms of language knowledge acquisition, this project follows the rules of Chinese language learning and teaching; in terms of skills training, the rules of individual and integrated skills training in speaking, listening, reading, writing and translation are followed. In terms of curriculum content, elements and contents of quality education such as environmental protection, gender equality, interpersonal skills, career development and respect for cultural diversity are incorporated, aiming to improve students' overall competence.

本大纲分为学习目标、话题任务与评估建议三个板块。由于乌干达暂无适用于本阶段中文教学的本土教材，因此，在编写过程中，尽量做到指向明确、内容翔实，符合乌干达中文教学实践，为今后编写本土教材提供有效指导与参考。
This syllabus is composed of three major segments of studying goals, topic tasks and evaluation. Uganda does not have its local Chinese textbooks at this level. Therefore, in the process of writing, we have tried to be as clear and informative as possible, in line with the practice of teaching Chinese in Uganda, to provide effective guidance and reference for the development of local teaching materials in the future.

本大纲对标《国际中文教育中文水平等级标准》，逐步推进。语法点和词汇量从初级阶段的 600 个词汇增加到高级阶段的 1200 个词汇。
Aligned with Chinese Proficiency Grading Standards for International Chinese Language Education, this syllabus progresses gradually from basic to Upper Secondary level. This is justified by the increased number of grammar points and vocabulary learnt at Upper Secondary Level from 600 vocabulary at Lower Secondary to 1200 vocabulary learnt at Upper Secondary Level.

在语言知识学习方面，本大纲遵循汉语教学的原则；在技能学习方面，遵循听、说、读、写、译等个人综合技能训练的原则；在课程内容方面，教学大纲主要以《乌干达高级阶段课程需求评估报告（草案）》（NCDC，2022）中概述的素质教育为基础。报告中表明，“职场期望 A 级毕业生拥有以下能力：应用知识解决日常生活挑战的能力、职业技能、信息交流技术、商业和创业技能、创造力和创新能力、解决问题的能力、灵活性和适应性、批判性思维、项目管理技能、公

共关系、沟通能力、解决冲突的能力。”但对于外语学习者来说，下述基本技能可以创造更具包容性的工作环境，这些技能应该继续直接或直观地传授给学习者。即便如此，其中一些是从较低的中学阶段获得的必备技能，因此，学生需要在生活中强化上述技能，包括环境保护、性别平等、人际交往能力、职业发展和尊重文化多样性。大纲旨在将知识、理解力、技能和经历运用于解决生活中遇到的真实社会问题，全方位提高学生的综合能力。

In terms of language knowledge acquisition, this Syllabus follows the rules of Chinese Language learning and teaching while for skills acquisition, it follows the rules of individual and integrated skills training in speaking, listening, reading, writing and translation. In terms of curriculum content, the Syllabus is hinged on the pillars of quality education outlined in the draft research report of *Needs Assessment Study on the Ugandan Upper Secondary Curriculum* (NCDC, 2022). The report revealed that the most desired competencies expected of an A-level graduate for the world of work were the ability to apply knowledge to solve everyday life challenges, vocational skills, ICT skills, business and entrepreneurship skills, creativity and innovation, problem-solving skills, flexibility and adaptability, critical thinking, project management skills, public relations, communication skills, conflict resolution skills. But for foreign language learners, the following essential skills to create a more inclusive work environment shall continue being directly or intuitively imparted to the learners. Even then, some of these are prerequisite skills acquired from lower secondary level, therefore, they need to become part of our life through fostering them in our entire life. They include environmental protection, gender equality, interpersonal skills, career development and respect for cultural diversity. This aims to improve students' overall competence in integrating knowledge, understanding, skills and experiences to solve real societal problems in life.

本教学大纲分为以下几个学习部分：主题、话题、能力、学习成果、学习活动和评估策略建议。有四个重要主题被细分为多个话题，这些话题分为几项学习成果，反映了话题在教学大纲中需要达到的目标，这些能力目标是对特定主题下学习成果所展现的学习水平的总结。

This Syllabus is composed of several major segments of study: Themes, topics, competencies, learning outcomes, suggested learning activities and suggested assessment strategies. There are four major themes which are subdivided into topics. The topics are also broken down into several learning outcomes, which reflect the competency of the topic in the Syllabus. A Competency is a summary of the expected attainment level in a particular topic achieved through the learning outcomes.

学习成果 (LO) 内容丰富，但在给定的课程中划分为具体和’可操作的建议学习活动。学习活动由行为动词引入，在教学过程以学生为中心，使其成为一种更具意义的学习方法。

The Learning outcomes (LOs) are broadly stated but are broken down into specific and achievable suggested learning activities within a given lesson. Learning activities are introduced with active verbs that put the learners at the centre of the teaching-learning process thereby giving meaning to a learner-centred approach to learning.

评估策略建议旨在考查学习者在话题中达到的指定能力。评估策略满足学前评估、学中评估、学末评估的要求，使教师能够在观察和交流的过程中与学习者形成密切关系，从而评估任务中对概念的理解。学习者可在课堂内外协作或单独完成任务，最终有所收获。

The suggested assessment strategies aim to establish to what extent the learner has achieved the competencies specified in the topic. The assessment strategies cater for assessment for learning, assessment of learning and assessment as learning.

This enables the teacher to work closely with learners as he/she observes and converses with them to assess a deeper understanding of the concepts in the tasks. Learners work either collaboratively or individually in or outside the classroom to complete tasks and develop a product.

2.2. 主要学习成果 Key Learning Outcomes

中学高等阶段中文课程侧重于四个“主要学习成果”，成果总结了整个教学大纲的期望目标，根据《乌干达 A 级课程需求评估》中的研究报告草案所提出的相关方的期望和建议，列出了如下中国语言文化学习者需培养的素质。

The curriculum for the Chinese Language for Upper Secondary level focuses on four "Key Learning Outcomes".

These Key Learning Outcomes sum up the expectations of the syllabus as a whole, and set out the qualities that learners of the Chinese language and culture will develop in line with the expectations and recommendations of the stakeholders stated in the draft research report on the Needs Assessment on the future Upper Secondary programme for Uganda.

在这个为期两年的课程结束时，学习者应该成为：

By the end of this two-year course the learner should have become:

- 一个自信的人
  - a) 具有强烈的是非感，
  - b) 能够独立和创造性地思考，
  - c) 能够有效地进行沟通。
- **A c**onfident person who
  - a) has a strong sense of right and wrong,
  - b) thinks independently and creatively, and
  - c) communicates effectively.

- 一个自主学习的人
  - a) 对自身学习负责，
  - b) 能够反思问题并坚持终身学习。
- **A self-directed individual who**
  - a) takes responsibility for his/her learning.
  - b) questions reflects and perseveres for lifelong learning.

- **一个积极的贡献者**
  - a) 可以有效完成团队工作，
  - b) 能够承担预期风险，
  - c) 追求卓越，能够具有创新意识并提供商品生产和服务。
- **An active contributor who**
  - a) can work effectively in teams.
  - b) takes calculated risks.
  - c) is innovative to produce goods and services, and strives for excellence.

- **一个关心社会的公民**
  a) 能够扎根于社会，
  b) 能够对家庭、社区、国家和全球负责。
  c) 能够帮助改善他人生活。
- **A concerned citizen who**
  a) is well rooted in our society.
  b) is responsible to the family, to the community, to the nation and the globe.
  c) takes an active role in improving the lives of others.

为取得上述主要学习成果，中学高等阶段中文课程应着重知识、技能和应用，使学习者更有能力解决现实生活中的挑战。

To achieve the above key learning outcomes, the curriculum of Chinese Language for Upper Secondary level emphasises *knowledge*, *know-how* and *know-how to be* (skills) that can make learners more competent in solving real-life challenges.

例如低年级的中学中文课程，《中学高等阶段中文教学大纲》建立在一系列价值观的前提下，并在初级水平教学过程中传授给学习者。该大纲还建立在通用技能的基础上，使年轻人能够全面发展成为终身学习者。中文教学过程中也存有跨领域问题，帮助学习者理解学科之间的联系和生活复杂性。

Just like in the Lower Secondary Chinese Curriculum, the *Upper Secondary Chinese Language Syllabus* builds on the prerequisite set of values which were imparted to learners during the teaching and learning process at O level. It also builds on *generic skills* that allow the holistic development of young people into life-long learners. *Cross-cutting issues* are embedded in the Chinese language to enable learners to understand the connections between the subject and the complexities of life.

2.3 价值观、通用技能和跨领域问题 Values, Generic Skills and Cross-Cutting Issues

该中学高等阶段中文教学大纲的制定基于一系列鲜明的价值观、通用技能和交差学科问题，旨在加强乌干达人的志向，正如《乌干达 A 级课程需求评估研究报告（草案)》所反映的那样。

This Upper Secondary Level Chinese Language syllabus is based on a clear set of values, generic skills and cross-cutting issues to strengthen the aspirations of Ugandans as reflected in the draft report of the Needs Assessment Study on the Upper Secondary Programme for Uganda.

a) **在继续学习方面**

报告草案显示，A 等毕业生最期望习得的技能包括学科领域相关工具或相关内容的基本知识、信息与通信技术、沟通技能、实践或动手技能、批判性思维、解决问题的能力、创造力和创新能力。A 等毕业生应该有持续学习的愿望，对实践工作持积极态度，具备抗逆能力和适应能力。

b) **在工作方面**

报告草案显示，A 等毕业生最期望拥有的技能是：应用知识解决日常生活挑战的能力、职业技能、信息与通信技术、商业和创业技能、创造力和创新能力、解决问题的技能、灵活性和适应性、批判性思维、项目管理技能、公共关系、沟通和解决冲突的技能。

c) **在价值观和态度方面**

A 等毕业生应具备：积极的职业实践态度、抗逆能力和适应能力，以及平静和谐、正直诚实、公民精神和爱国主义精神、积极的工作态度、尊重人权、自我控制能力、责任感、团队精神和不断学习的愿望。这些价值观将直接在低年级课程中教授，并对其进行评估，以展现和规划教学安排。按照希克玛（Hikma）的智慧教学法，教师将融合以上所有价值观在中文教学中。

d) **通用技能**

通用技能贯通到中文教学中，使学习者能够在整个课程中学习并强化通用技能。因为这些技能在职场中展开工作时必不可少。通用技能让年轻人发展成为终身学习者，培养其适应变化的能力，应对 21 世纪生活的挑战。在 A 等水平上，所有这些通用技能都将应用于实际生活，成为乌干达人生活的一部分，提高工作水平和工作效益。

年轻人需要具备批判性思维和解决问题的能力；在学习和生活方法上具有创造性和创新性；能够很好地进行各种形式的沟通；具备合作能力也具备独立工作能力；能够有效地使用函数和信息与通信技术。因此，本教学大纲充分考虑上述通用技能。

e) **跨领域问题**

青年需要了解各学科的方方面面，因而产生了跨领域问题。跨领域问题帮助学习者理解学科之间的联系和生活复杂性。跨领域问题包括环境意识、健康意识、复

合能力和参与度、社会经济挑战、公民身份和爱国主义、这些问题也被纳入了教学大纲，并在更高的层次上发展起来。

注：有关价值观、通用技能及跨领域问题的其他资料，可参阅初级中文课程大纲。

主要学习成果、价值观、通用技能和跨领域问题使课程实施者能够指导学习者达到中学高等阶段中文毕业生水平。

a) **In terms of Continuous Learning**,

The most desired skills expected of an A' level graduate according to the above draft report, were found to be basic knowledge of tools/content in the subject area, ICT skills, communication skills, practical or hands-on skills, critical thinking, problem-solving, creativity and innovation.

A-level graduates should have an aspiration for continuous learning, a positive attitude towards vocational hands-on work, resilience and adaptability.

b) **In terms of the World of Work,**

The most desired skills expected of an A' level graduate according to the draft report are; the ability to apply knowledge to solve everyday life challenges, vocational skills, ICT skills, business and entrepreneurship skills, creativity and innovation, problem-solving skills, flexibility and adaptability, critical thinking, project management skills, public relations, communication and conflict resolution skills.

c) **In terms of values and attitudes,**

A' level graduates should have, a positive attitude towards vocational hands-on work, resilience and adaptability, in addition to peace and harmony, integrity and honesty, citizenship and patriotism, positive attitude towards work, respect for human rights, self-control, responsibility, teamwork and aspirations for continuous learning, which were imparted in them at the lower secondary level.

These values are taught directly in lessons and will be assessed to inform and shape all teaching and learning. Following Hikma's Wisdom Pedagogy, teachers will integrate all these values while teaching the Chinese Language.

d) **Generic skills**

They are embedded in the teaching and learning of the Chinese Language and they enable the learner to access and deepen his/her learning across the curriculum.

This is because all employers need to see these skills in their employees to unlock the world of work. Generic skills allow young people to develop into lifelong learners who can adapt to change and cope with the challenges of life in the 21st Century. At Upper Secondary all these generic skills shall be applied such that they skills remain part of our lives as Ugandans to improve our performance and output at work.

Young people need to be able to think critically and solve problems; be creative and innovative in their approach to learning and life; be able to communicate well in all forms; co-operate with others and also work independently; be able to also use functional mathematics and ICT effectively. Therefore, the generic skills mentioned above are fully taken care of in this syllabus.

e) **Cross-cutting issues,**

Young people need to learn about these aspects which are confined to all subjects this is why they are called cross-cutting issues. They develop the learner's understanding of the connections between the subjects, and the complexities of life. The cross-cutting issues include Environmental awareness; Health awareness; Mixed abilities and involvement; Socioeconomic challenges; Citizenship and patriotism. These issues have been built into the syllabus as well and developed at a higher level.

NOTE: Additional information on values, generic skills and cross-cutting issues can be obtained from the O-level Chinese Syllabus.

The Key Learning Outcomes, Values, Generic Skills and Cross-cutting issues enable curriculum implementers to guide learners to achieve the *Upper Secondary Level Chinese Language* graduate profile.

3.1 中学高等阶段中文毕业生要求 Upper Secondary School Chinese Language Graduate Profile

在两年的课程结束时，学习者应达到以下要求：

i) 表达自信，掌握基本的中国语言和文化概念、原则和发展进程，解决日常生活中的问题。
ii) 在熟悉的情境中，用口头和书面的形式流利地表达意见/想法。
iii) 不带偏见地与来自国内外的中国人和乌干达人建立合作关系。
iv) 用批判性思维思考、不断创新、创造就业机会，具备解决社会问题的创

业能力。

v) 时刻准备以人道主义精神和合作心态融入地球村。

vi) 为深入学习拓宽学习视野，研究中国创新与创造力。

vii) 接受伦理和精神价值的多样性，加强自律、责任感和主动性。

viii) 成为一个爱国的公民，能够运用所学知识、技能和价值观，将国家建设成为中等收入经济体。

ix) 利用信息和通信技术来获取、收集、评估、存储和展现与日常生活有关的信息。

By the end of the two-year course, the learner should be able to:

i) exhibit confidence and with basic Chinese language and cultural concepts, principles and processes, solve problems in daily life.

ii) communicate opinions/ideas fluently in familiar situations in both oral and written forms.

iii) easily build relationships and work with both Chinese and Ugandans from within and abroad without prejudice.

iv) think critically, innovate, create jobs and have entrepreneurial skills to solve societal problems.

v) prepare to integrate into the global village with a feeling of humanitarianism and cooperation.

vi) broaden his/her horizon for further studies, and research on Chinese innovations and creativity.

vii) embrace the diversity of ethical and spiritual values promoting self-discipline, personal responsibility and initiatives.

viii) become a patriotic citizen who can relate to and apply the vast knowledge, skills and values learnt to develop the country into a middle-income economy.

ix) use information and communication technology to access, gather, evaluate, store and present information on matters that concern our daily lives.

4.1 课程总目标 General objectives

中学高等阶段水平要求如下：

a) 培养和提高学习者的中文综合语言能力、中文交际能力、学习兴趣和技巧。结合乌干达国家课程发展中心对中文学习的要求以及当地中文教学实际情况，培养和提高学习者对中文语言要素（语音、汉字、词汇、语法）形式与意义的辨别和组配能力。要求学习者能运用所学词语、结构和较为复杂的句式、语段，就特定话题进行较为正确、流利的口头表达和书面表达。

b) 要求学习者能阅读简短的文章，并能进行一些简单、基础的口译和笔译。初步了解中国文化知识，具备初步的跨文化交际能力。

The upper secondary level is expected:

a) to develop and improve learners' comprehensive Chinese language abilities, Chinese communication abilities, learning interest and learning skills. Based on NCDC's requirements for Chinese learners with the practical condition of Chinese language teaching and learning, students in senior 5 and 6 should improve their Chinese learning abilities and the ability to distinguish and assemble pronunciation, characters, vocabulary and grammar. They are expected to correctly and fluently speak or write about a certain topic with phrases, structures, complex sentences and paragraphs.

b) to read short passages and translate/interpret basic content as well as have a preliminary understanding of cultural knowledge and preliminary cross-cultural communication skills.

5.1 内容设置 Content Design

教学内容以话题为导向，围绕与中小学生活相关的方方面面展开，涉及娱乐、购物、饮食、性别、旅游和社区服务体验等。这与乌干达国家课程发展中心研究与评估部门在 2022 年完成的《乌干达 A 级课程需求评估研究报告（草案）》中相关方的建议一致。根据该报告，“经过审查的 A 级课程应该具有包容性，以能力为基础，在职业教育中占比较大”。

The teaching and learning content of the Chinese Language is oriented toward real-life topics such as entertainment, shopping, diet, gender, travelling and community service that learners experience in Primary and Senior secondary schools, and in their entire lifetime. This is in line with the recommendation of the stakeholders in the draft study report of the *Needs Assessment Study On The Ugandan A' Level Curriculum* done by the Research And Evaluation Department of NCDC in 2022. According to the report, "…the reviewed Upper Secondary Curriculum should be inclusive, competence-based with a big component of vocational education".

因此，本教学大纲包括听、说、读、写四部分，旨在培养学习者全面的中文语言技能。中国文学与文化课选取中国古典文学作品（含节选、改编），帮助学生了解中国文学相关内容，拓展视野、夯实基础。以提高对中国文学的了解，拓宽视野，巩固基础。同时，在文学部分进行基础笔译/口译技能训练，培养中文语感、语言输出能力，为工作和深入学习本专业做好准备。

It is, therefore, in this regard that this syllabus has included Listening and Speaking and Reading and Writing sections to aim at developing comprehensive Chinese language skills.

Chinese literature and Culture are also included to introduce classical literature works in China (short extracts, adaptations) to improve the understanding of Chinese literature, broadening the horizon and consolidating the basics. Meanwhile, basic translation/interpretation skills will be trained in the literature section to cultivate Chinese language intuition, develop output abilities of the graduates of this level for the job market and prepare them for further studies in the subject.

6.1 课程资源开发与利用建议 Advice on Resources Development and Utilisation

乌干达当地尚无本大纲配套中文教材。根据乌干达国家课程发展中心相关规定，建议尽快启动中学高等阶段本土中文教材编写工作。拟编写《综合中文》1、2 册及配套《综合中文练习册》1、2 册，作为听说与读写课教材，《中国文学作品选读》1、2 册作为文学课教材。《综合中文》第 1 册每课包含 2 个对话与 1 篇文章，侧重词汇量的积累以及语感的培养，强调语言基础学习。《综合中文》第 2 册

每课包含 1 篇长对话与 1 篇长文章，侧重语言能力的培养。以上教材名称均为暂定名称。

Uganda does not have its local Chinese textbooks at this level. Based on the requirements of the revised Secondary Level Syllabus for Uganda, this project plans to compile Integrated Chinese Book1&2 and Integrated Workbook1&2 as textbooks for listening & speaking, reading & writing while Elective Readings of Chinese Literature 1&2 will be used to guide the literature section. Integrated Chinese book 1 is mainly composed of two dialogues and one passage with a focus on building vocabulary and language intuition while book 2 has one dialogue and one passage with a focus on language abilities. All the above textbook titles are tentative.

在撰写本大纲过程中，我们尽量做到思路清晰，内容翔实，符合乌干达中文教学的实际，为当地教材的开发提供有效的指导和参考。

In the process of writing, we have tried to be as clear and informative as possible, in line with the practice of teaching Chinese in Uganda, to provide effective guidance and reference for the development of local teaching materials.

同时，为了有效实施《中学高等阶段中文教学大纲》，我们将使用《综合中文》1、2 册和《综合中文练习册》1、2 册作为听说读写课教材。《中国文学选读》1、2 册将作为文学文化课教材。《综合中文》第 1 册每课包含 2 篇对话与 1 篇文章，侧重词汇量的积累以及语感的培养，《综合中文》第 2 册综合中文》第 2 册每课包含 1 篇长对话与 1 篇长文章，侧重语言能力的培养。如果教师发现任何与本教学大纲相匹配的其他教科书，教师可以自主使用其作为教学和学习的附加资源。

In the meantime, for effective implementation of the *Upper Secondary Chinese Language Syllabus*, we will use *Integrated Chinese Books 1 & 2* and *IntegratedWorkbooksk 1 & 2* as course books for listening and speaking, and reading and writing. *Elective Readings of Chinese Literature 1 & 2* will be used to guide the literature and culture section. *Integrated Chinese Book 1* is mainly composed of two dialogues and one passage per topic, with a focus on building vocabulary and language intuition while *Book 2* has one long dialogue and a longer passage per topic with a focus on language abilities. All the textbooks are tentative. If a teacher finds any other textbooks that are appropriate aligned with this syllabus, he/she is free to use them as an additional resource for teaching and learning.

教师应充分挖掘低成本和本地可获得的材料，如教科书、课件、旧报纸和杂志。鼓励教师思考满足中文教学需要的因素、条件和方法，以实现教学目标，满足学习者的需求，达到启发思维、维持兴趣的效果。

Teachers should fully explore the low-cost and locally available materials such as textbooks, courseware, and old newspapers and magazines.

Teachers are also encouraged to consider factors, conditions and methods that can be suitable for a Chinese class to achieve the teaching and learning goals, fulfil the learner's needs, tickle their minds and sustain their interest.

麦大孔院图书馆藏书约 5000 册，包括语言、文化类教材及影音资料等，为师生提供了丰富的教学平台。麦大孔院在线资源平台为师生免费提供了不同层次、不同课程的资料。

The physical library at Confucius Institute at Makerere University has about 5000 books covering language, culture and audio and video materials, which is a resourceful platform for students and teachers. The online resource platform of Confucius Institute at Makerere University in Google Drive has made materials covering different levels and programmes free and available to students and teachers to get information.

乌干达国家课程发展中心将与麦大孔院等其他发展伙伴合作，编写中文教材和相关材料。乌干达国家课程发展中心还将组织和设计相关的教学资料，如视听资料、评估样卷等，并上传到网站，供教师和学习者查阅，以促进教学过程。

NCDC in collaboration with other development partners such as Confucius Institute at Makerere University will write textbooks and related materials for the Chinese language. NCDC will also organise and design related teaching and learning materials such as audio-visual materials, and sample assessment papers and upload them on the website for teachers and learners to access to facilitate the teaching and learning process.

教师和学习者可以访问在线平台，如中文联盟，中国华文教育基金会，漫中文，中文桥等应用程序。每年举办乌干达中文教师教学研讨会、教学比赛、学生比赛等线上线下资源交流活动，分享教学材料和教学理念。

Teachers and learners can access online platforms such as Chinese Plus, Chinese Language Education Foundation of China, Manga Mandarin, Chinese Bridge and other applications available.
Online and offline resource exchange activities such as teaching seminars and teaching competitions for Ugandan Chinese teachers, and competitions for learners, will be held every year to share materials and ideas.

7.1 中学 5 年级目标 Senior 5 Chinese Language Core Competencies

中学 5 年级目标划分为某个话题下的特定能力。这些话题划分为多个学习成果，在每个话题结束时进行评估。这样，教师就能了解学习者的水平，该水平分为初等、中等或高等。然后老师会根据学习者的水平做出合适判断，以帮助所有学习者达到预期的能力水平。例如，初等水平的学习者比其他学习者更需要老师的特别关注。

These core competencies are broken down into specific competencies of a topic. The topic is broken down into learning outcomes that are assessed at the end of every topic. This therefore will enable the teacher to know that the learner has achieved the learning outcomes at a basic or moderate or highly proficient level. The teacher will then take an appropriate decision to support the learners according to their performance. The basic achievers will, in this case, need more special attention from the teacher than the rest. This is to bring all learners to the expected level of competency.

中学 5 年级学生(HSK 3 级)，应该达到如下要求：

a) 听懂本阶段所涉及话题任务内容、以较长单句和简单复句为主的对话或一般性讲话。对话或讲话发音基本标准、语音清晰、语速接近正常。
b) 通过语音、语调、语速的变化相对容易地获取信息。
c) 使用本阶段所涉及的词汇和语法，完成有一定难度的相关的话题表达和交际任务
d) 使用相对复杂的句子结构进行基本的交流和讨论。
e) 读懂语法难度不超过 HSK 3 级的主题材料。(初级)

f) 理解简单复句，读懂较短的叙述性、说明性文章，理解其大意和细节信息。
g) 掌握略读、跳读等阅读技巧。
h) 掌握 200 个新汉字的基本笔画和笔画顺序。
i) 按照正确的笔画和笔顺书写 200 个新字。
j) 流畅地表达和交流，并在简单的写作中使用新词汇。

At Senior 5 (HSK Level 3), the learner will:

a) listen to and understand the tasks of the topics, conversations and speeches composed of relatively shorter and less complex sentences in standard pronunciation, clarity and relatively slow speed.
b) obtain information with relative ease, according to the changes in pronunciation, tones and speed.
c) express and communicate opinions with some level of difficulties on related topics with phrases and grammar studied at this level.
d) have the ability to engage in basic communication and discussion by using comparatively complex sentence structures.
e) read the materials about topics with grammar that does not exceed this HSK level 3.0. (Lower)
f) understand basic complex sentences, general ideas and details of narrative and instructive written materials that are relatively short.
g) have reading skills such as skimming and skipping.
h) know 200 new characters, basic strokes, stroke sequences and punctuation marks.
i) write 200 new characters correctly following the right strokes and stroke orders.
j) have the ability to express and communicate smoothly and use the new vocabulary in simple writing.

8.1 中学 6 年级目标 Senior 6 Chinese Language Core Competencies

中学 6 年级学生(HSK 3 级)及以上的学生，应该达到如下要求：

a) 听懂非正式对话或讲话，并比五年级学习者更好地掌握信息。
b) 通过学习短语和语法，避免不必要的重复和停顿，更清晰地表达和交流有关话题的观点。
c) 能够正确流畅地进行基本的沟通，用比五年级水平更长段落和较复杂句式叙述事件、描述复杂场景、阐述观点和表达情感。
d) 阅读不超过中学六年级水平的语法主题材料。
e) 理解比五年级水平更复杂的句子，读懂叙述性、说明性等语言材料及简单的议论文，理解主要内容，把握关键信息，并做出适当推断，基本了解所涉及的文化因素。
f) 掌握快速阅读、猜测联想、跳跃障碍等阅读技能。
g) 掌握本阶段新增的 300 个汉字及其结构，并用这些新词完成简单的叙述性、说明性等语言材料的写作，做到语法正确，句式有一定的变化
h) 能够完成常见的应用文体写作，格式基本正确。
i) 对熟悉话题的口语文本进行英汉互译，并意识到翻译中涉及的文化因素。
j) 能够翻译简短的叙述性和说明性等书面语言材料
k) 能够较熟练完成非正式会议的口译。

At Senior 6 (HSK Level 3) plus (+), the learner will:

a) listen to and understand the content delivered informally and grasp the information better than at senior five level.
b) express and communicate opinions on related topics clearer with phrases and grammar studied by avoiding unnecessary repetition and pauses.
c) have the ability to engage in basic communication correctly and smoothly to narrate events, describe complex scenes, introduce opinions and express emotions in relatively longer paragraphs and complex sentence structures than at senior 5 level.

d) read the materials about topics with grammar that does not exceed senior six level.
e) understand more complex sentences than those in senior 5, general ideas, key details, inference and cultural factors of narrative, instructive and relatively simple argumentative written material.
f) have reading skills such as speed-reading, associating and overcoming obstacles.
g) understand 300 new characters and their structures, and use them to write narrative and instructive materials in simple paragraphs with correct grammar and varying sentence structures.
h) conduct functional writing in correct formats.
i) Interprete oral texts from familiar topics appropriately with cultural awareness from Chinese to English and from English to Chinese.
j) translate narrative and instructive short written materials.
k) interpret for informal meetings with relative ease.

9.1 如何使用教学大纲 How to Use the Syllabus

该《乌干达中学高等阶段中文教学大纲》在广度和深度上为使用者提供教学内容和学生评估方面的指导。教学大纲旨在简化使用者的工作，如教师/辅导员、作家和其他相关人员，以便有效地在乌干达学校实施。教师在翻开中学五年级和六年级的课程内容前，必须仔细阅读教学大纲的初始页。然后，根据教学计划和教学大纲中的具体内容来规划和设计课程；他们也可以采用大纲评估策略中的“三角互动”教学法，在课堂上对学生进行评估，并根据评估建议设置评估项目。在使用本教学大纲之前，最好了解它在编撰时所依据的意识形态。通常，在制定教学计划、规划课程、授课和评估学生时，教师应有意参考教学大纲。

This Upper Secondary Level Syllabus for the Chinese Language guides all users on the scope and depth of what to teach and assess learners on at this level. The Syllabus is designed to ease the work of all the users such as the teachers/facilitators, writers, and other stakeholders for its effective implementation in Ugandan schools.

Teachers are required to carefully read the preliminary pages of the Syllabus before opening the content for Senior Five and Six. Thereafter, use the program planner and content from the detailed syllabus to scheme and plan for lessons; they can also assess the learner in class using the triangulation method embedded in the assessment strategies in the detailed syllabus, and set assessment items following the guidelines on assessment and evaluation. It is advisable to understand the ideology on which this Syllabus is anchored before using it. Often during scheming, planning, teaching, and assessing learners, teachers should deliberately refer to the Syllabus.

教学大纲里推荐了适用读者、文本和其他教材、辅助器以及可选读物。它还规定了教学计划中每个部分的上课时间，并且就课堂学习活动和评估策略给出了建议。教师还可以根据学生的兴趣、能力、信仰和成长环境去设计适合他/她的教学活动。为了更好地分配时间，当学生掌握了学过的内容，教师可能没有必要制定另一种评估策略。他们应该研究学生每个话题的学习目标和取得的学习成果，并根据学生现有的基础知识，帮助他们顺利实现学习目标。

The Syllabus suggests readers, texts and other materials, clickers as well as optional readings. It also stipulates time allocated to teach each component in the program planner and suggests learning activities and assessment strategies. The teacher may also design his/her activities that may be adapted to the interest, capacity, belief and environment of the learner. To manage time, it may not be necessary to create another assessment strategy when learners have already shown that they have grasped the given concept they have been studying. He/she should study the competency and learning outcomes stated for each topic and help the learners to achieve them smoothly, based on the learners' prerequisite knowledge.

为确保备课和授课的成功，教师应在课前、课间和课后检查教学大纲，以便他/她清楚地了解每个话题的授课要求，应将他们的工作计划和课程计划与教学计划保持一致，从而能够更好地分配上课时间。通过这样做，教师能够判断是否需要其他专家的帮助或学校行政部门提供其他必要教材，以有效实施教学大纲。因此，教师应努力读完整本教学大纲，熟悉其内容，遇到有疑惑的部分，也可向他人咨询。

To ensure successful lesson preparation and delivery, the teacher should check the syllabus before, during and after entering the classroom for a lesson so that he/she is clear about the requirements of the topic and should align the scheme of work and lesson plan with the programme planner to manage time.

This will enable, one to establish whether or not she/he will need the support of another expert or the school administration to provide other necessary teaching materials for the effective implementation of the syllabus. The teacher should therefore endeavour to read the entire syllabus book to be guided and become familiar with its content, and may consult others on what he/she may not understand well.

大纲鼓励教师尽可能地将所学内容与现实生活情景联系起来。文学课程可用英语授课，为激发学生的阅读兴趣，与中国文化有关的文章应该使用简体中文。但文章中出现的语法点应仅限语法课上学过的语法点。

The teacher is also encouraged to do as much as possible to relate what is learnt to real-life scenarios. The cultural studies may be taught in English, but the passages about the Chinese culture shall be in simple Chinese to motivate learners to read. But the grammar points in these passages shall be restricted to those learnt in grammar lessons.

10.1 评估建议 Assessment and Evaluation

采用形成性评价（40%）与总结性评价（60%）相结合的方式。话题任务以教材为主，结合配套练习册，同时在操练过程中加以扩展，可通过课堂汇报以及定期组织丰富多彩的中文类活动、比赛以及各种社会实践活动进行。

Assessment methods are formative assessments(40%) and summative assessments(60%). Topic tasks are mainly designed in textbooks and workbooks. It can also be extended through in-class reports, regularly organized activities/competitions and social practice.

形成性评价具体包括：平时成绩、作业、课堂提问、口头汇报、学习态度以及参与中文活动的态度等。

Formative assessments include homework, in-class performance, oral reports learning attitude and the attitude to participate in Chinese activities.

总结性评价即考试。
Summative assessments are exams.

评估目标：以《综合中文》《中国文学作品选读》为主要内容，重点考察学生对词汇、语法的掌握，综合运用中文进行交际、阅读、写作、翻译的能力。
Assessment goals: Based on the assessment of fundamental knowledge in Integrated Chinese and Elective Readings of Chinese Literature, the main aspects are vocabulary, grammar and the skills to communicate, read, write and translate/interpret.

10.2 概述 An overview

本课程的评估应包括校本评估和阶段评估，即形成性评价和总结性评价。两种评估都应涉及到对教学内容（语法点、汉字、标点符号）和问题情景（综合活动）的评估。在两年课程结束时，校本评估成绩将占学生总成绩的 20%，阶段评估占 80%。
Assessment in this programme shall comprise both School-Based and End of Cycle Assessment, that is, formative and summative assessment. Both assessments shall entail an assessment of resources (grammar points, characters, punctuations) and situations (Activities of Integration). School-based assessment will contribute 20% and the end-of-cycle assessment 80% to the overall score of the learner at the end of the two-year course.

10.3 校本评估 School-Based Assessment

校本评估包括了对知识型问题（教学内容）和问题情景的评估。这些可能包括家庭作业、每个话题结束时的各项活动、课堂表演和口头陈述（中文角）、做项目、演示和诸如英译汉、汉译英等其他实践活动，剪纸、烹饪中国传统美食、武术、书法、音乐、舞蹈和戏剧、诗歌朗诵、谜语、绕口令和其他中国文化活动，以及参与中国文化活动态度。

School-Based Assessment shall consist of an assessment of knowledge-based questions (resources) and problem situations. These may include homework, Activities of Integration given at the end of every topic, in-class performances and oral presentations (Chinese corner), projects, demonstrations and other practical activities/tasks like translation from English to Chinese and Chinese to English, paper cutting, cooking Chinese traditional food, martial arts, calligraphy, music, dance and drama, recitation of poetry, riddles, tongue twisters and other Chinese cultural activities, and responsiveness to participation in Chinese Cultural activities.

校本评估应占总评估的 20%，从中学五年级起实施，一直持续至中学六年级。校本评估是对学生学习过程做出的评估，它包括课堂评估和形成性评估，在此过程中，教师将采用“三角互动”教学法 ，在与学生交谈期间，观察、培养和评估学生的各方面能力。该教学法可引导学生发现问题、提出问题、分析问题及运用所学知识解决问题，在学习过程中有所收获。、

The school-based assessment shall constitute 20% of all the assessments done and its implementation starts right from Senior 5 and continues to Senior Six.

School-based assessment will also consist of classroom and formative assessment. This is an assessment during learning. The teacher, using the triangulation method will observe, guide and gauge the learner’s ability through conversing with the learners. This makes the learner discover, explain, analyze and apply the concepts and then later develop a product from his/her work.

10.4 阶段评估 End of Cycle Assessment

阶段评估包括对《综合中文》里基础知识的考查，以及两年课程结束时对《中国文学作品选读》的考查。总结性评估与国家考试机构（UNEB）组织的考试形式一致。中学五、六年级总结性评估的 40%为中国文学和文化（文学方面、文化选修读物）阶段评估，60%为基础语言知识（词汇、语法和交际能力，听、说、读、写、中译英）阶段评估。整个阶段评估成绩将占学生总成绩的 80%。

End of Cycle Assessment will consist of an assessment of fundamental knowledge in integrated Chinese and readings of selected extracts of Chinese Literature and Culture at the end of the two-year course. Summative assessments will be in form of examinations administered by the national examination body (UNEB). Assessment at this level will constitute 40% of the end-of-cycle assessment for Chinese Literature and Culture (literary aspects, elective readings on culture) and 60% for Fundamental Language Knowledge (vocabulary, grammar and the skills to communicate i.e., listening, speaking, reading, writing and interpreting or translating from Chinese to English). Overall End of Cycle Assessment will contribute 80% to the learner's final score.

中文水平考试包含三套试卷，试卷内容如下：

a) 卷 1：听说（30%）
b) 卷 2：读写（30%）
c) 卷 3：中国文学与文化（40%）

The Chinese language will be assessed in 3 Papers and their constitution will be as written below:

a) Paper 1 - Listening and speaking - 30%
b) Paper 2 - Reading and writing - 30%
c) Paper 3 - Chinese literature and culture- 40%

注意：

每张试卷满分 100。考生的总分由试卷 1 总分的 30% 、试卷 2 总分的 30% 以及试卷 3 总分的 40% 累加而成。最终得分的 80%即为考生的阶段成绩。：

NOTE:

Each paper will be out of 100 marks. However, in the compilation of the final Chinese score from the examination, 30% of the total mark from Paper 1, 30% of the total mark from Paper 2 and 40% of the total mark from Paper 3 will be derived and combined to make the learner's final score. 80% of the final score will be the End of Cycle mark.

卷 1：听说

试卷由两部分构成

a) A 部分： 听
b) B 部分： 写

PAPER 1: LISTENING AND SPEAKING

The paper shall comprise two sections.

a) Section A - Listening
b) Section B - Speaking

A 部分：听力（15%）

i) 听力部分，将以音频的形式播放短文、对话和问题，从头到尾播放两遍。考生需要作答多选题、判断题、主观题、陈述题、填空题、简答题、信息匹配题和排列组合题。
ii) 每题播放一段中文音频，要求考生从给出的多个选项中选出正确的答案。

Section A: Listening; 15%

i) Under listening, a short text, dialogue and questions will be provided in audio form. It shall be played twice from beginning to end. Candidates will be required to answer multiple choice questions, true/false questions, free response, and complete statements, fill in gaps, make short answers, match, and re-arrange phrases and sentences.
ii) A learner will listen to recorded sentences in Chinese and choose the English interpretation from the given multiple responses.

B 部分：口语 （15%）

i) 要求考生大声朗读一篇中文短文，注意词语的语音语调。

ii) 考生需要围绕试卷所给图片研究、讨论或描述内容，时间不得少于五分钟。

iii) 要求考生就给定话题进行讨论，时间不得少于三分钟。

Section B: Speaking -15%

i) The learners will be given a short passage in Chinese characters to read aloud paying attention to the correct articulation of tones and intonation.

ii) A picture will be provided on the question paper. Learners will be required to study and talk about or describe in not less than five minutes.

iii) A topic will be provided and the learner will be required to talk about it in not less than 3 minutes.

卷 2：读写 ：

试卷包括两个部分

i) A 部分：阅读理解

ii) B 部分：书面表达

PAPER 2: READING AND WRITING

This paper shall have two sections:

i) Section A - Reading comprehension

ii) Section B - Written expression

A 部分：阅读理解（15%）

i) 每位考生将获得两段任意形式的文字(每段文字不少于五行，或以对话形式展开，每人大约十句话)。考生需通读全文，并根据文章内容回答多选题、判断题、主观题与简答题。

ii) 该部分由 5 道乱序题组成，每道题包括 3 个乱序的句子。要求考生在阅读后将其重新排序，从而形成一小段正确的文字。本题重在考查学生的句子衔接能力和书面表达能力。

Section A: Reading comprehension - 15 %

i) A candidate will be given a text of two short paragraphs of any form of writing (of at least five lines each or in the case of a dialogue, about ten speeches for each speaker). The candidate will be required to read through and answer the multiple-choice questions, true/false questions, free response (opinion) and short answer questions about the text.

ii) There will be five items/questions on jumbled sentences. Each item will contain 3 jumbled sentences in Chinese characters. A learner will be required to read and rearrange them to form correct short paragraphs. This aspect assesses the learner's ability to use connectors and express ideas coherently.

B 部分：书面表达（15%）

i) 翻译

考生将获得一篇中文文本（每段至少五行），要求将其翻译成英语。

ii) 语法

本部分将考查学生使用词汇和语法点情景造句(例如，图片)和组词造句能力。该部分共 20 道题目，每道题包括五个小题。

a) 词汇：每题给考生提供一个单词，要求考生用该词造句。也有可能是带空格的句子或段落，要求考生从括号给出的提示里选择并填写最佳答案。提示词的词类包括反义词，同义词，以及其他与语音层面（同音异义和同音异形）和词法层面（一词多义和部首相同）有关联的词。

b) 语法点：每题都会考查一个语法点，考生需要用该语法点造句。

c) 看图编故事：考生将获得一张含有多张图片的插图，要求考生将图上的情景（故事）用文字表述出来。

d) 连词成句：要求考生将已有的汉字重新排列成语法正确的句子，以测试学生识字，辨义，造句的能力。

iii) 写作

本部分将涵盖功能性写作和创造性写作。要求考生按照信函、公告、通知、歌曲、诗歌和散文(叙述性和描述性)的写作格式正确书写。每一种题材的写作都不得少于十行。

Section B: Writing - 15%

i) **Translation –** A learner will be given a text (paragraph of at least five lines) in Chinese Characters and asked to translate it into the English language.

ii) **Grammar**

This section will assess the learner's competence in using vocabulary and grammar points to write sentences that relate to situations (e.g., in pictures) and re-writing characters to form sentences. There will be twenty items/questions from this section, each aspect will have five items.

a) *Vocabulary*: A learner will be given one word per item/question which he/she will use to create a sentence. A learner may also be given a sentence or paragraph with gaps and will be required to choose and fill in the best alternative from the hints given in the brackets. The hints will be word categories like opposites, synonyms and words that relate to other phonological levels (same pinyin different meanings and characters) and morphological levels (same characters but different meanings and characters with the same radicals).

b) *Grammar Points:* a learner will be given a grammar point per item/question which he/she will use to write a sentence.

c) *Picture story*: A learner will be given an illustration with a series of pictures and will be required to write about the situation (story).

d) *Re-writing the given characters to form correct sentences*: a learner will be given Chinese characters to arrange them into a syntactically correct sentence. This will test the learner's ability to recognise the characters, know their meanings and place them correctly in a sentence.

iii) Composition Writing

This section will cover functional and creative writing. The learner will be required to write correct messages in form of letters, announcements, notices, songs, poems, and short essays (narrative and descriptive). Each of these aspects should be at least ten lines.

卷 3：文学和文化

PAPER 3: LITERATURE AND CULTURE

A 部分：文化（20%）

该部分会给考生提供一篇有关中国文化的课文，文章内容涉及体育、烹饪、艺术、剪纸、音乐和武术等方面。要求考生用中文回答与文章内容有关的简答题，并且将中国习俗与他们本国的文化进行比较和对照，学会欣赏本国与他国文化，同时需要就各种文化实践活动提出见解。

Section A: Culture - 20%

The learner will be given a text on Chinese Culture which can be about aspects such as sports, cooking, art, paper cutting, music and martial arts. The learner will be asked to answer short essay questions about it in Chinese and asked to compare and contrast the Chinese customs with their own appreciating their own culture against others'. He/she will also give his/her opinion on various cultural practices.

本部分还将给考生提供一张与文化有关的照片，要求就此撰写文章，内容包括描述照片上发生的文化活动，并评论其中体现的文化价值观和文化规范，旨在评估学生在文化意识、技能和知识、情感态度和价值观方面所展现的能力，考查学生将本国文化与中国文化进行比较的能力；欣赏本国文化和他国文化的能力，从而有助于考生立志成为全球公民，能在多元文化社会中生活、学习、工作。

The learners will also be given a picture of a cultural aspect and will be asked to write about it describing the cultural activities taking place and commenting on the cultural values and norms therein.

This is to assess the learner's ability to demonstrate cultural awareness, skill and knowledge, attitudes and values. This will also assess the learner's ability to compare his/her culture to that of the Chinese and appreciate his/her own culture and the culture of others to build his or her aspirations and beliefs as a global citizen who can live, study, work and cooperate ably in a cross-cultural diversity.

B 部分：中国文学（20%）

B 部分将给考生提供从小说，戏剧和诗歌中选取的中国文学作品节选。要求考生用中文回答与文本情感、主旨和文学结构有关的问题，选择至少两种文学体裁作答。

Section B: Chinese Literature - 20%

This section will assess excerpts from literary texts in Chinese literature picked from novels, plays and poems. The learners will be given questions about feelings, opinions and literary structure of the texts and will answer in Chinese. Candidates will be required to respond to at least two of the literary genres.

11.1 Programme Planner 教学计划

中学五年级 S.5	主题 THEME	话题 TOPIC	子话题 SUB-TOPIC	课时 Duration (Number of periods)
第一学期 Term 1	1. 校园活动 School life	1.1 问候新同学 Addressing new classmates	1.1.1 中文，我已经学了三年多了 I have been learning the Chinese language for more than three years	24
		1.2 食物，饮食和不同的烹饪文化 Food, diet and different cooking culture	1.2.1 食堂的桌子上放着很多水果 There are lots of fruits on the table in the cafeteria There are a lot of fruits on the table in the cafeteria	24
		1.3 娱乐和休闲活动 Entertainment and free-time activities	1.3.1 我越来越喜欢书法了 I love calligraphy more and more	24
		1.4 旅游和观光景点 Travelling and sight-seeing places	1.4.1 我爬上长城来了 I have climbed up the Great Wall	24

中学五年级 S.5	主题 THEME	话题 TOPIC	子话题 SUB-TOPIC	课时 Duration (Number of periods)
第二学期 Term 2	校园活动 SCHOOL LIFE	1.5 学习资源和网络学习资源 Learning resources and online learning resources	1.5.1 别忘了把图书馆的书还了 Do not forget to return the books to the library	24
		1.6 体育和校园赛事 Sports and sports competitions	1.6.1 我们的队员都是挑选出来的 Our team members are all selected	24
	2.社区生活 LIFE IN THE COMMUNITY	2.1 赏析艺术作品 Appreciating art forms	2.1.1 喝着茶看京剧 Drinking tea while watching the Peking opera	24
		2.2 不同的国家与地理 Different countries and geography	2.2.1 中国人叫它"母亲河" Chinese people call it "The Mother River"	24
第三学期 Term 3	社区生活 Life in the Community	2.3 节假日与习俗 Festivals and customs	2.3.1 中秋节没有春节热闹 Mid-autumn Festival is not as lively as Spring Festival	24
		2.4 校园安全和保护 School security and protection	2.4.1 我的自行车怎么找不到了 Why can't I find my bicycle	24
		2.5 性别和性别平等 Gender and gender equality	2.5.1 女生跟男生一样做得好 Girls can do as well as boys	24

中学五年级 S.5	主题 THEME	话题 TOPIC	子话题 SUB-TOPIC	课时 Duration (Number of periods)
		2.6 社区生活和服务 Community life and service	2.6.1 多么乐于助人的好孩子！ How helpful and kind the child is!	24
Total				**288**

中学六年级 S.6	主题 THEME	话 题 TOPIC	子话 题 SUB-TOPIC	课时 Duration (Number of periods)
第一学期 Term 1	3.人际关系 Interpersonal Relations	3.1. 人际关系和交友 Friendship and relations	3.1.1 人际关系与宿舍生活 Interpersonal relationships and dormitory life	24
		3.2. 媒体对生活的影响 The impact of media on people's lives	3.2.1 **那个脱口秀让我大笑** That talk show made me laugh out loud	24
		3.3. 购物与商品 Shopping and commodities	3.3.1 货比三家 Shop around	24
		3.4. 兼职/ 打零工 Part-time jobs during holidays	3.4.1 老板对我印象不错 I have made a good impression	24

			on the boss	
第二学期 Term 2	人际关系 Interpersonal Relations	3.5. 家庭教育和代沟 Family education and generational gap	3.5.1 养不教父之过 To feed without education is the father's fault	24
		3.6. 社区生活和保护环境 Community life and environmental protection	3.6.1 保护环境就是保护我们自己 Protecting the environment is protecting ourselves	24
	4.应对新问题 Coping with emerging issues	4.1 疾病与心理健康 Sickness and mental health	4.1.1 头疼，下课以后我想回宿舍睡觉 I have a headache, so I want to go back to the dormitory to sleep after class	24
		4.2 科技与世界 Science and technology	4.2.1 **没有手机活不了** People cannot live without phones	24
第三学期 Term 3	应对新问题 Coping with emerging issues	4.3 道德与价值观 Morals and values	4.3.1 幸福无处不在 Happiness is everywhere	24
		4.4 人与自然 Man and animals	4.4.1 皇冠鸟与大熊猫 Topic	24

			4.4.1: Crane and Giant Panda	
		4.5 时尚与潮流 Trends in fashion	4.5.1 今年又流行中国红了 Red is the popular colour in China this year	24
		4.6 理想与个人发展 Ideals and personal development	4.6.1 毕业季，让我欢喜让我忧 Graduation season makes me both happy and worried	24
Total				**288**

12.1 大纲具体教学内容 Detailed Syllabus

中学 5 年级 Senior Five

第一学期：（96 课时） Term One: (Periods:96)

主题 1：校园活动 THEME 1: SCHOOL LIFE

话题 1.1 问候新同学（24 课时）Topic 1.1 Addressing New Classmates (Periods: 24)

子话题 1.1.1 中文，我已经学了三年多了 Sub-Topic1.1.1 I've been learning the Chinese language for more than three years

能力目标：学生能够就校园活动进行交谈，并了解中乌课程及校园文化差异。

Competency: The learner compares school activities, subjects and school culture of China and Uganda.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar to talk about situations in the classroom. 2.听懂本单元的对话及课文。 listen and understand the	**对话 1、2 Conversations 1 & 2** 1.听对话，理解重点词语的意思。 • listens to a conversation between two classmates and in a group, and discusses the meaning of the keywords in the dialogue. 2.模拟对话，谈论新同学的优点。 • in pairs, simulates a dialogue between two classmates as they talk about their new classmate's strong points using the following Chinese words: **词汇：**个子、矮、体重、体育、科学、	• 与新同学交流如何选课。 Observe the learners as they communicate with their classmates on which subject to take. Intervene on the appropriate use of key-selected words in the

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
dialogues and texts about issues related to the classroom. 3.跟新同学打招呼。 use the appropriate vocabulary and grammar to address a new classmate. 4.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and texts about school activities. 5.写一篇跟本单元话题相关的小短文。	历史、打网球、弹吉他、也许、多久、有趣、平时、比较、最 **Vocabulary:** height, short, weight, PE, science, history, play tennis, play the guitar, maybe, how long, interesting, at normal times, comparatively, the best/the most	chapter after the dialogue to avoid interference. • 小组讨论：中乌教育体系的异同。 Evaluate the learner's ability to use comparative words as they discuss in groups the similarities and differences between the Ugandan and Chinese education systems. • 看中文演讲比赛，复述并翻译。 Observe
	课文 Text 1.看演讲视频，理解重点词语。 • watches a video clip of a famous speech and identifies Chinese words. 2.阅读文章，理解相关句型及重点词语。 • reads a given text and identities sentence structures and the characters of the relevant core words. **词汇：** 选、学期、选修课、武术、对……感兴趣、不仅、另外、主要、一般、……之一 **Vocabulary:** select, semester, selective class, martial, be interested in, not only, in addition, main, commonly, one of…	
	语法 Grammar 1.用"比"字句比较新同学的身高、体重、喜好及不同课程的难易程度等。 • uses sentences with "比" to compare the height, weight, the s and dislikes, the level of difficulty of	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
express him/herself in writing by writing a short essay related to school life. 6.了解人际交往礼仪，学会交朋友。 understand the etiquette in interpersonal relationships and know how to make friends. 7.了解中乌中学教育体系的异同。 know the similarities and differences between the Ugandan and Chinese education systems.	learning Sciences and history, etc. 例句 Example：科学比历史难多了。 2.用“刻” 表示时间 To indicate time using “刻” “一刻钟” is a period of time, meaning a quarter 例句 Example：现在三点一刻。 3.“虽然……，但是……” 连接两个分句，构成一种转折关系。 The conjunctions connect two clauses, forming a complex sentence indicating an adversative relation. 例句 Example：虽然手机很贵，但是我很喜欢。 **字与词 Chinese characters and words** 1.掌握所学词语。 • identifies the words and recognises the Chinese characters learnt. 2.注意汉字的书写笔顺和偏旁部首。 • writes Chinese characters while observing the stroke orders and radicals of the characters. **口语练习 Oral exercise** 1.阅读关于中国教育体系的短文，说说中乌教育体系的相似之处。 • reads a short extract about the Chinese education system and	learners watching a video of a student giving a speech in a competition in Chinese, listen to them retelling and interpreting in the English language and intervene where the interpretation skills are not appropriately used. • 按照正确的笔顺写汉字。 Evaluate how the learner follows the correct stroke order as he/she writes down characters.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
8.对口译形成初步了解。 form a basic understanding of interpretation.	identifies similarities with the Ugandan education system. 2.模仿与校园主题相关的一段演讲。 • reads, memorises and acts out an extract from a famous speech. **写作 Writing** 写一篇关于同学的小短文。 • writes a short essay about a classmate. **拓展阅读 Extended reading** 《孔子的因材施教》 • reads *Confucius' Teaching in Accordance with Aptitude.* **翻译 Interpretation** 看中文演讲比赛，复述并翻译。 • watches a video of a learner giving a speech in a competition in Chinese, retells and interprets it in the English language. **中国文学作品选读 Selected reading of Chinese literature** • **reads an excerpt from** a novel and responds to questions about it.	• 写一篇关于学校的小短文。 Gauge the learner's progress in using grammar points already learnt as he/she writes a short paragraph about his/her school using Chinese words learnt. • 阅读相关短文并回答问题。 Evaluate the learner's understanding of the passage as he/she responds to questions on the novel about the author, persons, feelings, opinions, themes, and style.

话题 1.2 食物和不同饮食文化 （24 个课时） Topic 1.2 Food, Diet and Different Cooking Cultures (Periods: 24)

子话题 1.2.1 食堂的桌子上放着很多水果 Sub-Topic1.2.1 There are a lot of fruits on the table in the cafeteria

能力目标：学生了解中国与乌干达的不同饮食文化。

Competency: The learner understands the different food cultures of China and Uganda.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar to talk about fruits and the cafeteria. 2.听懂本单元的对话及课文。 listen to dialogues and texts about fruits and the cafeteria. 3.就话题进行交流。 communicate and discuss	**对话 1、2 Conversations 1 & 2** 听对话，复述主要内容。 • listens to and retells the main ideas of what the dialogues are about using relevant vocabulary and grammar. **词汇：**放、甜、新鲜、饮料、或者、好吃、蛋糕、客人、饭馆、餐厅、食堂、冷饮、只、最爱、外卖、点、点菜、菜单、买单、又……又…… **Vocabulary:** to put, sweet, fresh, to drink, or, delicious, cake, guest, restaurant, canteen, cold drink, only, favourite, takeaway, to order, to order the food, menu, pay, …and... and... **课文 Text** 1.听课文录音并写下听到的重点词语。	• 听并背诵对话，注意语音语调。 Gauge the learner’s fluency and articulation of Chinese words as he/she listens to and recites the dialogue about fruits and cafeteria, paying attention to the tones. • 说一说中乌饮食和烹饪文化的差异。 Evaluate the learner’s ability to use appropriate Chinese words as he/she talks about the differences and similarities

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
issues related to food. 4.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and texts about fruits and the cafeteria. 5.写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay using appropriate vocabulary related to fruits and the cafeteria. 6.通过欣赏说明文，了解中乌	• listens to a text about fruits and the cafeteria and writes down the key Chinese words he/she hears. 2.根据课文内容填空。 • reads and fills in the blanks in the text about food provided in the textbook. **词汇：**西餐、中餐、甜点、开胃菜、正餐、主食、副食、营养、煮、煎、烤、咖啡、茶、其实、确实、不少 **Vocabulary:** Western food, Chidessertood, dessert, appetizer, main dish, staple food, non-staple food, nutrient/nutrition, boil, fry, roast, coffee, tea, actually, indeed **语法 Grammar** 连词成句。 • rearranges the given phrases using the following grammar points: 1.“存在”的表达 Expressing the “existence” 句子结构 The sentence structure: V+着+numeral +measure word +N 例句 Example: 桌子上放着很多水	between Chinese and Ugandan food and cooking culture. • 根据课文回答问题。 Examine the learner’s ability to read and understand short texts in Chinese Characters as he/she reads and answers questions about the expository text. • 角色扮演：食堂工作人员与学生。 Observe learners individually as they act as kitchen staff and ask for each learner’s choice of food in a role play. • 运用学过的词汇及语法写一篇食物的小短文。

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
不同的饮食文化并进行对比。 appreciate explanatory texts and compare the different food cultures of China and Uganda. 7.对口译形成初步了解。 apply basic principles of interpretation.	果。 2.形容词重叠 The duplication of adjective 例句 Example：他买了个大大的西瓜。 3.结构助词"地"The structural particle"地" 例句 Example：餐桌上整齐地放着各种食物。	Evaluate the learner's ability to use grammar points and appropriate vocabulary to talk about food learnt as he/she writes a short essay on food using Chinese characters. • 掌握一些翻译技巧。 Evaluate the learner's interpretation skills in groups and intervene where wrong works are used to derail the meaning as he/she interprets the given text from Chinese to English. • 分享关于自己阅读的书籍。 Converse to gauge the learner's understanding as he/she shares
	字与词 Chinese characters and words • **writes Chinese characters** paying attention to the following: 1.指事字 ideogram 上，下，本 2.汉字偏旁 "饣""米" Radicals:"饣""米" 饣：饭、饮 米：糕、料	
	口语练习 Oral exercise 朗读并背诵课文。 • reads and recites the given short text about food.	
	写作 Writing 写一篇短文，描述食物的外形及味	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	道。 • writes a short essay (about ten lines) describing how food looks and tastes.	information about the books he/she reads for pleasure.
	拓展阅读 Extended reading 《舌尖上的中国——饺子》 • reads *A bite of China—dumplings* for pleasure to enhance their understanding of Chinese food culture.	
	翻译 Interpretation 翻译课文。 interprets dialogues/texts about food.	
	中国文学作品选读 Selected reading of Chinese literature • reads an excerpt from a novel and responds to questions about it.	

话题 1.3：娱乐活动 和爱好（24 个课时）Entertainment and free-time activities (Periods:24)

子话题 1.3.1：我越来越喜欢书法了 Sub-Topic1.3.1: I love calligraphy more and more

能力目标：学生能初步了解中国的绘画及书法艺术。

COMPETENCY: The learner has a basic understanding of Chinese painting and calligraphy art.

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about entertainment and free time. 2.听懂本单元的对话及课文。 listen and understand the dialogues and text about entertainment and free time at school 3.写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay related to	**对话 1、2　Conversations 1 & 2** 1.听对话，并背诵。 • listens and recites the dialogue about calligraphy. 2.复述对话主要内容。 • retells the main ideas from the dialogue about calligraphy. **词汇：** 书法、越来越、最近、展览、画展、中国画、油画、不同、不仅……，还…… **Vocabulary:** calligraphy, more and more, recently, exhibition, exhibition of paintings, Chinese paintings, oil painting, different, not only..., but also... **课文 Text** 用重点词语对话（讨论喜好）。 • uses the keywords to create a new dialogue. (people discussing their likes and dislikes). **词汇：** 报名、安排、特点、文房四宝、笔、墨、纸、砚、中国通、穿、旗袍、越剧、民乐、努力、进步、实在、热情、认真 **Vocabulary:** register, arrange, feature, *The Four Treasures of the Study*, brush, ink, paper, ink stones, China hand, wear, Cheongsam, Yue opera,	• 听并背诵对话，注意语音语调。 Evaluate the learner's pronunciation and fluency as he/she listens to, recites and talks about the dialogue about calligraphy paying attention to the tones. • 学习相关词汇的含义，并造句/对话。 Evaluate the learner's ability to use the vocabulary learnt appropriately as he/she makes correct sentences with relevant words to form a dialogue. • 说一说你对中国艺术作品的感受。 Listen to the learner talk about his/her feelings about Chinese artworks and

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
entertainment and free time. at school using appropriate words 4.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and text about entertainment and free time at school. 5.欣赏中国的传统文化艺术。 appreciate the classic works in China. 6.了解口译的记忆训练方	folk music, endeavour, progress, indeed/really, passionate, serious **语法 Grammar** 连词成句。 • rearranges the given phrases. 1.越来越…… more and more 例句 Example 我越来越喜欢书法了。 2. "了" 表变化 The particle "了" indicates changes in situation 例句 Example 他已经成为书法专家了。 3.还是……或者…… still/or 例句 Example 书法比赛还是书法展览？ 4.不但……，而且…… Not only...but also... 例句 Example 他不但会说中文，而且还会写书法。 **字与词 Chinese characters and words** • 1.会意字 identifies associative compounds and read them with a good tone 明、休、从、看	investigate on the appropriate use of words to express likes and dislikes. • 练习写毛笔字。 Observe the stroke orders as the learner practises writing calligraphy. • 写一则简短的书法体验活动通知。 Evaluate the appropriate use of learnt grammar point 不但……，而且……，还是……或者…… 不但……，而且…… as the learner writes a short notice of the calligraphy experience activity. • 翻译《对书法的热爱》一文中的五个

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
法。 learn the basic memorizing skills in interpretation.	• 2.汉字偏旁 identifies the **radicals** 木 and 纟 and discusses how they are used. **口语练习 Oral exercise** 说一说你对中国艺术作品的感受。 • talks about his/her feelings about Chinese art works. **写作 Writing** 写一则简短的书法体验活动通知。 • writes a short notice of the calligraphy experience activity. **拓展阅读 Extended reading** 《中国的传统运动》*Culture knowledge: Chinese traditional sports* • reads and identifies the people, and what they do. • identifies the cultural aspects in the text. • compares the Chinese traditional sports to the ones in his/her own country. **翻译 Interpretation** 翻译《对书法的热爱》的主要内容。 • translates the topic *Love of Calligraphy*. **中国文学作品选读 Selected readings of Chinese literature**	句子。 Evaluate the learner's understanding of the sentences written in Chinese characters as he/she translates five sentences from *Love of Calligraphy*.

话题 1.4 旅行和风景名胜（24 个课时）Topic 1.4 Travelling and Sight-seeing Places (Periods:24)

子话题 1.4.1 我爬上长城来了 Sub-Topic 1.4.1 I have climbed up the Great Wall

能力目标：学生能够就旅游话题进行交流，欣赏各国旅游景点。

Competency: The learner communicates about travelling and appreciates the tourist sites in various countries.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about travelling and sightseeing. 2.听懂本单元的对话及课文。 listen to the dialogues and texts about travelling and sightseeing and understand them.	**对话 1、2 Conversations 1 & 2** 1.听、读有关长城的对话。 • listens to and reads a dialogue about the Great Wall. 2.学习对话中的重点词语。 • identifies the new words and discusses their meanings in the conversation. **词汇：**要……了、放假、补习中心、义工、旅游、建议、打算、差不多、特别、零下、度、气温、长城、不到长城非好汉 **Vocabulary:** be about to, on holiday, tutoring centre, voluntary work, travel, suggest, plan, almost, special, minus, degrees, temperature, the Great Wall, you are not a hero unless you've been to the Great Wall.	• 听对话并背诵，注意语音语调。 Evaluate the pronunciation and fluency of the learner as he/she listens to a dialogue and recites it focusing on the tones to achieve correct intonation in the sentences. • 阅读旅行的短文，找出相关词语并造句，注意所学单词的相关性、准确性和连贯性。

3.就话题交流旅行经历，介绍旅游景点。 talk about the scenic spots. 4.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and texts about travelling and sightseeing. 5.写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay related to travelling and sightseeing. 6.欣赏中国经典旅游景点。 appreciate the classic Chinese tourist attractions.	**课文 Text** 学习课文中的重点词语。 • identifies and discusses the main idea in the text. **词汇：**建议、景色、冬天、夏天、导游、秋天、下雪、北方、春天、南方、爬、温暖、寒冷、空调、暖气、羽绒服、北京、云南、海南岛 **Vocabulary:** advice, scenery, winter, summer, guide, autumn, snowing, north, spring, south, to climb, warm, cold, air conditioning, heating, down jacket, Beijing, Yunnan, Hainan Island **语法 Grammar** 学习文章中的语法点并造句。 • analyses the grammar points in the dialogue/text and forms sentences using the grammar points below. 1.“就要……了” 表示动作即将发生。“就要……了” means an action is about to take place. 例句 Example: 就要下雨了。 2.真+adj. The exclamatory sentence to express: 真+adj！How+adj... 例句 Example: 长城真长！ 4. 不是……就是…… ...either...or... 例句 Example 不是你去，就是我去。	Take note of the learner’s reading habits and evaluate relevancy, accuracy and coherency in using learnt words as he/she reads a short passage provided about traveling, lists down the relevant words and uses them to write correct sentences. • 两人一组，就旅行进行讨论。 Listen to the learner’s conversations and intervene when he/she loses track as he/she makes a conversation with a classmate about travelling using the appropriate vocabulary and grammar. • 按正确笔顺写出汉字。 Observe the learner as he/she writes characters following the correct stroke order. Take note of whether he/she is moving up down, right left and out in with the

7.了解口译的记忆训练方法。 learn the basic memorising skills in interpretation.	5.复合趋向补语 Complex directional complement 例句 Example：老师拿出来一本书。 **字与词 Chinese characters and words** 1.形声字 Pictophenetic characters 左形右声：材、议 semantic component on the left and the phonetic component on the right： For example 材、议 2.汉字偏旁 Radicals：氵、 方 游、汉 放、旅 **口语练习 Oral exercise** 情景表演：向朋友推荐乌干达或中国的一个旅游景点。 • acts out a scenario recommending to friends to travel around Uganda or China. **写作 Writing** 用所学词语及语法结构写一篇关于旅行的小短文。 • uses the appropriate vocabulary and grammar to write a journal about travelling. • **拓展阅读 Extended reading** • 《中国的名胜——泰山》 *China's scenic spots-Mount Tai* reads China's scenic spots-Mount Tai • and tells a friend about it.	writing. • 用所学词语及语法结构写一篇旅行日记。Observe the use of good sentence structures and the use of relevant vocabulary as the learner writes a travel diary using the vocabulary and grammatical structures he/she has learnt. • 角色扮演：导游和游客，充分练习口译技巧。Evaluate the use of appropriate interpretation skills and a good understanding of the oral passage in Chinese as the learner interprets a dialogue between a tour guide and a tourist about travelling and sightseeing in a role play.

	翻译 Interpretation 学习并翻译与旅行相关的知识。 • identifies the important information that relates to travelling and interprets it.	
	中国文学作品选读 Selected readings of Chinese literature • reads an excerpt from a novel and responds to questions about it.	

第二学期：（96 课时） Term Two: (Periods:96)

主题 1： 校园活动 THEME 1: SCHOOL LIFE

话题 1.5 学习资源和网络学习资源(24 课时) Topic 1.5 Learning Resources and Online Learning Resources (Periods:24)

子话题 1.5.1 别忘了把图书馆的书还了 Sub-Topic 1.5.1 Do not forget to return the books to the library

能力目标：学生能够自己找寻中文及各种学习资源，并相互进行交流。

Competency: The learner researches various Chinese and other learning resources by him/herself, and exchanges them with others.

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about teaching and learning resources. 2.听懂本单元的对话及课文。 listen and understand the dialogues and text about teaching and learning resources. 3.阅读并理解对话及课文的大意。 read and understand the	**对话 1、2　Conversations 1 & 2** 听对话，学习以下重点词语。 • listens to the dialogue and identifies the meaning of the following words. **词汇：**想起来、书、灯、关、空调、放回、书架、图书管理员、罚款 **Vocabulary:** recall, book, light, turn off, air conditioner, put back, bookshelf, librarian, fine, library, borrow, dictionary, return, forget, notebook (computer), e-mail, e-mail, address, habit, important, should, guarantee, on time **课文 Text** 根据课文内容填空。 • fills in the blanks based on the text in the textbook. **词汇：**图书馆、借、词典、还、忘记、笔记本（电脑）、电子邮件、电子邮箱、地址、习惯、重要、应该、保证、按时 **Vocabulary:** library, borrow, dictionary, return, forget, notebook (computer), e-mail, e-mail, address, habit, important, should, guarantee,	• 听并读对话，然后听写生词，注意笔顺。 Observe the learners one by one as they listen to the dialogue about teaching and learning resources and write the new words paying attention to the stroke order and evaluate their ability to identify the characters they are writing. • 角色扮演，表演一段在图书馆借书和还书的对话。 Evaluate the learner's pronunciation and fluency as he/she acts out a dialogue about returning and

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
gist of the dialogues and texts about teaching and learning resources. 4.就话题进行交流，并了解中国和乌干达学校常用的一些学习资源。 communicate based on the topic and know the common teaching and learning materials in Ugandan and Chinese high schools. 5.用中文写一封邮件。 express him/herself in	on time **语法 Grammar** 选词填空。 • fills in blanks in a given passage using the recognition and literacy words learnt in the lesson. 1.“把” 字句 “把”sentence （1）A 把 B+V…… 例句 Example: 请把书还了。 （2）A 把 B+V+在/到/给 例句 Example: 我已经把书给张老师了。 2.“才” 和 “就”都可以放在动词前做状语。 Both “才” and “就” can be used as an adverbial modifier before a verb. 例句 Example 还没到期，他就把书还了。 **字与词 Writing Chinese characters** 认读、练习含“讠、亻”偏旁的汉字。 • identifies and writes the Chinese characters with the radicals: 讠 and 亻. **口语练习 Oral exercise** 两人一组，用“把”字句表演借书和还书。	borrowing a book from the library. Judge the nature of the questions asked in the dialogue if they are philosophical or not. • 阅读课文并回答问题。 Evaluate the learner’s response to philosophical questions/high-order thinking questions as he/she reads the text about teaching and learning resources and answers questions about it logically. • 发一封中文电子邮件。 Evaluate the use of （1）A 把 B+V……

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
writing an email in Chinese characters.	• in pairs, acts out the process of borrowing and returning books to the library using the "把" sentence structure.	例句 Exemple: 请把书还了。 （2）A 把 B+V+在/到/给 as the learner writes and sends an email to a classmate about teaching and learning resources using Chinese Characters.
6.写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay related to the teaching and learning resources.	**写作 Writing** 给图书馆写一封中文电子邮件询问书籍信息。 • writes an email in Chinese characters to the librarian asking for information about books. **拓展阅读 Extended reading** 《中国的图书馆》*Chiese library* • reads *Chinese Library* and responds to questions about it.	• 阅读对话，并翻译。 Gauge the learner's understanding of the text in Chinese characters as he/she reads a dialogue about teaching and learning resources and translates it into English.
7.欣赏经典作品。 appreciate Chinese classic literary works.	**翻译 Interpretation** 听介绍图书馆的音频听音频，并翻译听到的词语。 • listens to the audio introduction to the library listens to the audio and translates the words he/she hears.	
8.对口译形成进一步的了解。 form a better understanding of	**中国文学作品选读 Selected readings of Chinese literature** • reads an excerpt from a Chinese Classic text (novel) and responds to questions about it.	• 听音频，写拼音，并翻译听到的词语。 Observe the learner's progress in applying

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
interpretation.		interpretation skills as he/she listens to a short audio text in Chinese about teaching and learning resources and interprets it from Chinese to English. Take note of their level of understanding of the Chinese characters in the text.

话题 1.6 体育和校园赛事（24 课时） Topic 1.6 Sports and Sports Competitions (Periods:24)

子话题 1.6.1 我们的队员都是挑选出来的 Sub-Topic 1.6.1 Our team members are all selected

能力目标：学生能够用中文回应并就体育运动话题进行简单的对话。

Competency: The learner responds to and makes simple conversations about sports in Chinese language.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar in sports and sporting activities. 2.听懂本单元的对话及课文。 listen to and understand the dialogues and texts about sports and sports activities. 3.说一说自己喜欢的体育运动。 say something about his/her favourite sport.	Per cent **课文 Text** 组词造句。 • constructs sentences in Chinese language using the key words provided. **词汇：**参加、羽毛球、乒乓球、跳绳、课外活动、训练班、第一名、训练、踢毽子、学校运动会、接力赛、短跑、长跑、投铅球、跳高、跳远、紧张、果然 **Vocabulary:** participate, badminton, Ping-Pong ball, rope jumping, extra curriculum activity, training club, the first place, training, kicking shuttlecock, school sports event, relay race, dash, long-distance race, shot put, high jump, long jump, nervous, really **语法 Grammar** 学习对话中的语法点并造句。 • identifies the grammar points in the dialogue,	• 听对话并背诵，写出重点词语。 Evaluate the learner's ability to pronounce Chinese words fluently as he/she reads and recites the dialogue about sports. • 大声朗读重点词语，掌握其用法和含义，并写一则体育赛事通知。 Converse with the learner to assess his/her knowledge of Chinese words about sports as he/she forms new sentences using the keywords about sports and sports activities and says their English meanings in groups. Request him/her to write a notice of a sports event.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
4.讨论并比较中乌体育比赛。 discuss and compare Chinese and Ugandan sports competitions. 5.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and texts about sports and sports activities. 6.写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay related to	and forms sentences using the grammar points below: 1.“是……的”句 The sentence structure “是……的”, indicates the emphasis on past time and locations. 例句 Example: 我们的队员都是挑出来的。 2.存在句 Sentence structure to express ‘existence’ S+V（在/有/是）+O - S+V（在/有/是）+O to express 例句 Example: 马小为的左边是大强。 3.“只有…才…” 连接的是一个条件复句，“只有”后边是唯一的条件，“才”后边是在这个条件下才会出现的结果。 The structure is used to connect the two clauses of a conditional complex sentence, with “只有” introducing the one and only condition and “才” followed by the result	• 使用所学语法结构，介绍你曾参加过的比赛。 Look for appropriate use of the sentence structure “是……的”, S+V（在/有/是）+O, - S+V（在/有/是）+O, .“只有…才…” as he/she writes a short story about a sports match he/she has ever attended using the sentence structures learnt. • 比较中乌体育运动的异同。 Evaluate the learner’s ability to use Chinese words for comparison and his/her level of awareness about sports activities in Uganda as he/she compares the differences between sports activities in Uganda and China.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
the ts and sports activities. 7.学习数字翻译的基本技能。 learn the basic skills in interpreting numbers in videos, audios and texts about sports and sports activities.	which will be reached only if the said condition is met. 例句 Example: 只有天天练习，比赛才能赢。	• 按正确的笔顺书写重点词语。 Observe the learner following the stroke orders as he/she writes pinyin and characters of the keywords following the correct stroke order. Make sure the meaning of the character is in context. • 观看中文体育报导/解说，并重点翻译数字。 Evaluate the learner’s ability to understand the message as he/she watches a sports report/ commentary in Chinese and identifies numbers and interprets them in English. • 阅读中国经典文本/小说，并回答问题。 Assess the learner’s ability
	字与词 Chinese characters and words • writes a notice(of five lines) about a sports activity scheduled to take place in his/her school using the characters with the radicals below: 1.形声字 Character introduction Pictographic 跳、球 2.汉字偏旁 Chinese radicals 足、扌	
	口语练习 Oral exercise 和中国朋友互相分享自己喜爱的体育运动。 • shares his/her favourite sports with a classmate(s) role-playing a Chinese friend(s).	
	写作 Writing 1.使用所学重点词语造句。 makes sentences with the keywords learnt.	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	2.使用所学语法结构，介绍你曾参加过的比赛。 • listens to and writes a short story about a sports match he/she has ever attended using the structures learnt.	to derive the themes, identify the persons, key issues like the author, where the story is taking place, simple literary styles used etc as he/she reads an excerpt from a Chinese Classic text (novel) and responds to questions about it.
	拓展阅读 Extended reading 《中国的羽毛球比赛》 *Chinese Badminton Match* • reads *Chinese Badminton Match* and responds to questions about them.	
	翻译 Interpretation 观看体育比赛，翻译报导中的数字。 • watches a sports report in a video in Chinese and interprets numbers in the report in English.	
	中国文学作品选读 Selected readings of Chinese literature • reads an excerpt from a Chinese Classic text (novel) about sports and sports activities and responds to questions about it.	

主题 2：社区生活　THEME 2: LIFE IN THE COMMUNITY

话题 2.1 欣赏艺术作品（24 课时）Topic 2.1 Appreciating Art Forms (Periods:24)

子话题 2.1.1 喝着茶看京剧　Sub-Topic 2.1.1 Drinking Tea while watching Peking Opera

能力目标：学生能够了解各种艺术形式，并能就中乌的艺术作品进行鉴赏和对比。

Competency: The learner understands various art forms, appreciates and compares Chinese and Ugandan artworks.

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 Understand and use relevant vocabulary and grammar on the topic of Chinese art forms. 2.听懂本单元的对话及课文。 listen and Understand dialogues and texts about Chinese art forms.	**对话 Conversation** 1.听、阅读对话。 • listens and reads a dialogue about Chinese arts . 2.注意对话中的词语，掌握其意思。 • identifies the vocabulary in the dialogue about Chinese arts and searches for their meanings online. **词汇：**美术馆、博物馆、中国画、油画、色彩、更、最、京剧、台上、传统、灯光、典型、大概、演员、名人、演出、国粹、细节、赞赏、称赞、有板有眼、有模有样、专	• 听录音复，回答问题。 Evaluate the learner's ability to identify key issues in the oral text as he/she listens to the audio text about Chinese art forms and answers questions about it. • 分别说一说乌干达好中国的博物馆。 Listen to the learner and evaluate his/her appropriate use of

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
3.就话题进行交流，了解中国的国粹及各种文学艺术。 understand and talk about China's national quintessence and various art forms. 4.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and text about Chinese art forms. 5.写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay related to	心、原来 **Vocabulary:** Gallery, museum, Chinese painting, oil painting, colour, more, most, Beijing opera, on stage, tradition, lamplight, typical case/model, roughly /approximately, actor/actress, celebrity, to perform/to put on, national quintessence, details, appreciate, praise, rhythmical, imitate something like the original one, originally **课文 Text** 1.听课文录音，分组讨论对话中的主要内容。 • listens to a text and discusses in groups the main idea in the text. 2.写出你听到的重点词语。 • writes down the key Chinese words he/she hears. **词汇：**包括、细致、常识、此外、情景、热闹、图案、技巧、茶叶、浓 **Vocabulary:** Include, careful, common sense, besides, scene, bustling(with noise and excitement), pattern, skill, tea, dense	words to talk about Chinese arts as he/she talks about the museum in Uganda using vocabulary and grammar structures learnt in Chinese. • 观看中国京剧视频，写写你的感受。 Gauge the learner's ability to use the grammar point such as "V1 着+O+V2+O" "V1 着+O1+V 着+O2" "更、最"，"随着..."，etc, as he/she watches a video about Peking Opera and writes about his/her feelings. • 读一段绕口令。 Observe the learner's pronunciation, intonation, tone, articulation and confidence, as he/she reads and recites one tongue twister in

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Chinese art forms. 6.学会欣赏中国的艺术作品。 understand words in Chinese used to appreciate Chinese art forms. 7.正确掌握汉译英笔译习语。 understand and use idioms in Chinese-English translation.	**语法 Grammar** 1.连词成句。 • rearranges the words/phrases to make sentences. 2.使用以下语法点： （1）"V1 着+O+V2+O" "V1 着+O1+V 着+O2"表示动作的伴随 the accompanying action The construction indicates two actions taking place at the same time, V1 being the accompanying state or manner of V2. 例句 Example: 喝着茶看京剧 （2）"更、最" The adverbs "更" and "最" are used to express comparisons. The adverb "更" is used as an adverbial in front of an adjective, an optative verb or a verb denoting a psychological state. It indicates a comparison between two different things, or between two different stages of the same thing. 例句 Example: 他比我更会游泳。	Chinese. • 翻译文章中的相关习语。 Evaluate the learner's ability to understand Chinese idioms as he/she translates idioms from Chinese to English. • 阅读关于艺术的中文文本，并概括大意。 Take note of the learner's ability to identify the theme/ the main ideas, the persons, the style, etc as he/she reads an extract from a Chinese text (novel) about art forms and identifies the main ideas.

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	The adverb “最” is used in comparisons to show the superlative degree among a group of people or things. It’s often used as an adverbial before an adjective, an optative verb or a verb denoting a psychological state. 例句 Example: 茶馆就是最热闹的地方。 （3）随着……，表示一件事情是另一件事情发生的条件，后面一般是带修饰语的双音节动词。 the preposition “随着...” indicates something is the condition under which something else happens, it’s usually followed by a disyllabic verb modified by an adjunct. 例句 Example 随着社会的发展，京剧也在改变。	
	字与词 Chinese characters and words • writes a notice(of five lines) about Chinese art forms using the characters with the radicals below:	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	1.构词法 word formation methods 2.附加式 the method of attachment 老张　第一	
	口语练习 Oral exercise 学习歌曲"唱脸谱"脸谱 • reads and memorises the lyrics of the song *Chang Lianpu* in groups, line by line and then sings the whole song together.	
	写作 Writing 观看中国京剧视频，写写你的感受。 • watches a video about *Peking Opera*, identifies and discusses the art forms with classmates and makes notes.	
	拓展阅读 Extended reading 《相声》 *Crosstalk* • reads, memorises and dramatises any Crosstalk. • recites a tongue twister he/she has read.	
	翻译 Translation 汉译英笔译长句	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	Translation of long sentences from Chinese to English 1.阅读《京剧大师--梅兰芳》，并标出所使用的成语。 • reads a text *Peking Opera Master-Mei Lanfang* and in pairs identify the idioms used. 2.写出成语的意思并解释它们在课文中的用法。 • translates the idioms from Chinese to English and explains how they are used in the text.	
	中国文学作品选读 Selected readings of Chinese literature • reads an excerpt from a Chinese text (novel) about appreciating art forms and responds to questions about it.	

话题 2.2 不同的国家和地理（24 课时）Topic 2.2 Different Countries and Geography (Periods:24)

子话题 2.2.1 中国人叫它“母亲河” Sub-Topic 2.2.1 Chinese people call it “The Mother River”

能力目标：学生了解不同国家的地理环境，并能用中文进行交流。

Competency: The learner knows the geography of different countries and talk about them in Chinese.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about different countries and their geography. 2.听懂本单元的对话及课文。 listen and understand the dialogues and text about different countries and their geography. 3.描述自然和地理特征。 read and understand a text about different countries and their geography. 4.讨论不同的国家和地理。 describe the	**对话 1、2 Conversations 1 & 2** 1.听对话"母亲河"后阅读。 • listens and reads a dialogue about "Mother River". 2.理解以下词语的意思。 • identifies the key words in the conversation and discusses their meaning in groups. **词汇：**母亲河、地理、知识、平方公里、包括、人口、正确、万、亿、世界、面积、黄河、长江、摇篮、大约、只要……就…… **Vocabulary:** mother river, geography, knowledge, square kilometre, include, population, correct, ten thousand, ten million, world, square, Yellow river, the Yangtze river, cradle, approximately, as long as **课文 Text** 概括文章主要内容。 • describes the main idea in the text. **词汇：**世界屋脊、珠穆朗玛峰、黄山、五岳之首、常年、四季如春、温暖、潮湿、炎热、干燥、平原、山地、盆地、草原、没有……不……、哪怕……也…… **Vocabulary:** Roof of the world, Mount Everest, Mount Yellow, the Five Mountains, ...the first, throughout the	• 阅读旅行的短文，并组词造句。 Observe the learner's reading skills with understanding and ensure relevancy, accuracy and coherency as he/she reads a given passage/dialogue about traveling and uses relevant grammar points to write correct sentences. • 角色扮演：导游向中国人讲述乌干达的各个地理位置。 Evaluate the learner's ability to use technical words related to tour guides and

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
geographical features of different countries. 5.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and text about different countries and their geography. 6.写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay related to the geography of different countries. 7.翻译习语。 know and apply the basic skills of interpreting idioms.	year, It's like Spring all the year round, warm, humid, scorching, dry, plain, mountain, basin, grassland **语法 Grammar** 使用正确的句型和语法造句。 • forms sentences using the correct sentence patterns and grammar points. 1. "万" 及以上数字的表达。 Expressions of ten thousand and above number. 例句 Example: 中国的面积是 960 万平方公里。 2.用 "几" 的概数。 • uses "几" to express approximate number. 例句 Example: 大约有几百人参加了知识比赛。 3.兼语句 pivotal sentence 例句 Example: 中国人叫它 "母亲河"。 ❖ Express the necessary condition with the sentence structure below.	act out a scenario of a tour guide telling a Chinese person about the various geographical sites in Uganda. • 向乌中国朋友讲述 "尼罗河" 或其他旅游景点。 Evaluate the learner's skills to narrate a story and use appropriate vocabulary and grammar points as he/she tells a Chinese friend a story about the "Nile River" or any other tourist site in Uganda. • 向外国朋友介绍非洲明珠。

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	4.只要……就…… is used to connect the two clauses of a conditional complex sentence, with“只要”introducing a necessary condition and “就” followed by the consequent result. 例句 Example: 只要你想去就能去。 5.“把...叫作/当作...”, in the structure, the latter part is the name of the former part. “把” is usually followed by a noun, pronoun or noun phrase. 例句 Example: 我把乌干达当作我的第二故乡。	Listen to the learner as he/she uses the grammar patterns like the expression of ten thousand and above, use of “几”, use of pivotal sentences, use of 只要……就…… etc, correctly to talk about the pearl of Africa to his/her foreign friends in Chinese. • 了解并解释相关习语。 Evaluate the learner’s ability to understand and use idioms, as he/she identifies and notices their use
	字与词 Chinese characters and words 认读超纲词语。 • identifies and recognises supplementary words in the text.	
	口语练习 Oral exercise 1.听然后背诵跟地名有关的词语和句子。 • listens to and recites the words and sentences that relate to various geographical locations in Chinese. 2.角色扮演，导游向中国人讲述乌干达的各个地理位置。 • discusses with a classmate about the various geographical sites in Uganda in Chinese.	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	写作 Writing 写一篇有关尼罗河的小短文，然后跟黄河做比较。 • writes the Chinese characters from the text about the geography of different countries following the correct strokes and stroke orders. uses the characters to write a short paragraph comparing the Nile River with the Yellow River in Chinese.	in any recording given and interprets them for peers in English. • 按照正确的笔顺写汉字。 Observe the learner as he/she uses the characters that relate to geographical features to describe the nature of any country in a short paragraph. Ensure relevance, accuracy and coherency in the use of the characters. • 了解中国及乌干达地图，描述地理位置及自然资源。
	拓展阅读 Extended reading 非州明珠-乌干达 The Pearl of Africa-Uganda • reads *The Pearl of Africa-Uganda and identifi*es 10 sentences in the book that talk good about Uganda and translates them into Chinese characters.	
	翻译 Interpretation 翻译并解释相关习语。 • identifies idioms used in any recording given and interprets them for peers in English.	
	中国文学作品选读 Selected readings of Chinese literature • reads an excerpt from a Chinese text (novel) about the geography	

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	of a given country and responds to questions about it.	Evaluate the learner's ability to identify some locations of the geographical sites and natural resources on the maps of China and Uganda.

第三学期：（96 课时） Term Three: (Periods: 96)

主题 2：社区生活 THEME 2: LIFE IN THE COMMUNITY

话题 2.3 节假日和习俗（24 课时）Topic 2.3 Festivals and Customs (Periods: 24)

子话题 2.3.1 中秋节没有春节热闹 Sub-Topic 2.3.1 Mid-Autumn festival is not as lively as Spring Festival

能力目标：学生能够欣赏他/她的国家和中国等其他国家的节日和习俗。

Competency: A learner appreciates the festivals and customs of his/her own country and China.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about festivals and customs. 2.听懂本单元的对话及课文。 listen to and understand the dialogues and texts about festivals and customs. 3.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and texts about festivals and customs.	**对话 1、2 Conversations 1 & 2** 1.听中国节日和习俗的对话，学习词语。 • listens to a dialogue about Chinese festivals and customs, and identifies the following Chinese words. **词汇：**节日、准备、啤酒、红酒、纪念品、毛笔、音乐光盘、围巾、戴、希望、月饼、赏月、月亮、干杯、小意思、春节、中秋节 **Vocabulary:** festival, prepare, beer, wine, souvenir, brush, music CD, scarf, to wear, wish, moon cake, to appreciate the moonlight, the moon, to toast, small gift, Spring festival, the Mid-Autumn festival 2.小组合作，理解词语的含义，学习偏旁部首。 in groups, researches the characters in the dialogue and identifies their radicals to determine their meaning. **课文 Text** 1.分组讨论文章的内容。 • discuses the main ideas in the dialogue in groups. 2.用正确的语音语调阅读文章。	• 制定如何庆祝情人节的计划，并用中文写出来。 Evaluate the learner's ability to identify appropriate words and use them to talk about how he/she plans on celebrating Valentine's Day and writes his/her plan in Chinese. • 介绍中国的节日和习俗。 Evaluate the learner's ability to describe the festivals and customs in China. Ensure accurate use of adjectives and knowledge of the Chinese festivals. • 小品表演：传统节日。 Gauge the learner's writing skills as he/she writes a short skit

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
4.写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay related to festivals and customs. 5.了解中乌节假日和习俗的文化差异。 talk about the different festivals and customs of different countries. 6.翻译习语。 know and use the basic skills	• reads the text aloud minding about the tones and identifies the new words in groups. • researches the vocabulary in the text to understand its meaning. **词汇：**礼轻情意重、节日、团聚、看望、压岁钱、红包、窗花、圣诞节、礼物、除夕、年夜饭、联欢晚会、跨年、守夜、可是、热闹、各种各样、特色、好看 **Vocabulary:** Though the gift is small, it’s given with affection, festival, get-together, pay a visit, lucky money, red envelop, paper cuttings for window decorations, Christmas, gift, New Year’s Eve，New year’s Eve dinner, Spring festival Gala, New Year Even countdown, night watch, but, lively, all kinds, feature **语法 Grammar** 1.用“有/没有”比较不同国家的节日和习俗。 • uses the verb “有/没有” to express a comparison of different festivals and customs of different countries. 例句 Example：中国的中秋节没有	about any one traditional festival in Uganda and China and evaluate pronunciation, appropriate use of tones and fluency as he/she acts the skit out in Chinese. • 请为一家中国报业公司写一篇关于乌干达节日及其庆祝方式的文章。 Evaluate relevancy, accuracy and coherency in the use of learnt Chinese words as the learner writes a short article for a Chinese newspaper company about different festivals and customs in Uganda and how they are celebrated in Chinese.

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
of interpreting idioms about festivals and customs.	过年热闹？ 2.连动句 sentences with a serial verbal phrase 例句 Example: 我有一个礼物要送给你。 3.结果补语“上、开” Resultative complement with “上” and “开” 例句 Example: 林娜戴上围巾就更漂亮了。 我可以马上打开礼物吗？ 4. is often used to remind someone of something or to show confusion or dissatisfaction. 例句 Example: 不是说今天有雨吗？怎么没下？	• 翻译有关节日和习俗的对话。 Evaluate the learner’s interpretation skills and understanding of the original message as he/she interprets a conversation about festivals and customs from Chinese to English.
	字与词 Chinese characters and words 了解下面的象形字并指出哪些可以用作部首。 • identifies the pictographic characters below and indicates which ones are used as radicals and shows their position (if they are above, below, at the side, etc).	

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	偏旁 “礻”“忄” Radicals “礻”“忄”	
	口语练习 Oral exercise 说一说乌干达的情人节，并与中国的七夕做比较。 • talks about Valentine’s Day and how it is celebrated in Uganda and compares it with Chinese Valentine’s Day celebrations.	
	写作 Writing 写一篇短文，介绍中国的传统节日。 • writes a short essay to introduce a traditional Chinese festival.	
	拓展阅读 Extended reading 《中国的情人节——七夕节》 *Chinese Valentine’s Day-Qixi Festival* • *reads Chinese Valentine’s Day-Qixi Festival and* writes about what she/he find interesting in the text in English.	
	翻译 Interpretation 找出你所知道的关于节日/习俗的中文习语并翻译。 • identifies the idioms in the recorded text about festivals	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	and customs and interprets them.	
	中国文学作品选读 Selected readings of Chinese literature • reads an excerpt from a Chinese Classic text (novel) about festivals and customs and responds to questions about it.	

话题 2.4 校园安全和保护 （24 课时）Topic 2.4 School Security and Protection (Periods: 24)

子话题 2.4.1 我的自行车怎么找不到了？ Sub-Topic 2.4.1 Why can't I find my bicycle?

能力目标：学生能回应并就安全和保护问题进行对话。

Competency: The learner responds to and makes conversations about security and protection.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about security and	**对话 1、2 Conversations 1 & 2** 听对话，注意声调。 • listens to a dialogue containing the following Chinese words and pronounces them paying	• 听对话并背诵，然后表演，注意词语的声调/发音。 Observe and listen to the learner's

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
protection. 2.听懂本单元的对话及课文。 listen to and understand dialogues and texts about security and protection.	attention to the Chinese tones. **词汇：**刚才、离开、小偷、派出所、失物招领、原来、被、帮忙、安全、锁、生气、着急 **Vocabulary:** just now, leave, thief, local police station, owner please contact, at first, particle, used in the passive sentence, help, safe, lock, anger, worried	pronunciation, fluency, and correct articulation of the words as he/she listens to the dialogue about security and protection, memorises and roles play it, paying attention to the tones and pronounce the keywords.
3.讨论校园安全问题。 discuss school safety issues. 4.阅读并理解对话及课文的大意。 read and understand the gist of dialogues and texts. 5.写一则失物招领。 express him/herself in writing by writing a notice of lost and found	**课文 Text** 阅读课文，就安全问题进行小组讨论。 • reads a text with the following Chinese words noting the tones and participates in a debate in Chinese on security matters. **词汇：**校园、保护、防护、安全、注意、保安、报警、小心、那、突然、特别、更、发生 **Vocabulary:** School, to protect, protection, safe/safety, take care, guard, give an alarm, be cautious, and then, suddenly, especially, and even, take place **语法 Grammar** 用以下语法谈论安全问题。	• 角色扮演：警察和小偷。 Evaluate relevancy, accuracy and coherency as the learner uses appropriate Chinese vocabulary to present a situation at the police station between a policeman and a person who has been robbed. • 用本单元所学的语法点各造 2 个句子。 Evaluate the relevancy, accuracy and coherency of the

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
property. 6.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to security and protection. 7.口译中的选词：了解并运用英汉口译的基本技巧。 know and apply the basic skills of English-Chinese interpretation (Word selection).	• makes sentences with the following syntax structures to talk about security issues. 1.可能补语 in Chinese, “V” 得 +Complements” or “V 不+ Complements” can be used to indicate whether or not a result can be obtained or a goal is reached. V 得/不+complements of possibility 例句 Example: 我看得清楚那个汉字。 2.“被” 字句 The “被” sentence structure • uses the “被” sentence to talk about security-related issues. 例句 Example: 我的自行车被小偷偷走了。 3. “刚” 和 “刚才” “just” and “just now” • uses “just” and “just now” “刚” 和 “刚才” to give information on lost property to the security personnel. 例句 Example: 刚才我把自行车放到这里了。	learner’s use of Chinese words and grammar patterns as he/she makes 2 sentences for each of the grammar structures learnt about security. • 写一则失物招领。 Observe the learner’s accurate use of the following grammar patterns: V 得/不 +complements of possibility, the “被” sentence structure and “刚” 和 “刚才” as he/she writes a short notice of lost and found property. • 新生看不懂布告栏上的安全通知，用英语翻译。 Evaluate the learner’s accurate understanding of the Chinese words to interpret the message about security and protection on the
	字与词 **Chinese characters and words**	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	观看象形字演变的视频并学习。 • views a video about Chinese character’s pictographic evolution and writes: 1.形声字 Phonograms 2.偏旁 “礻” “牛” Radicals “礻” “牛”	noticeboard for a new classmate to understand.
	口语练习 Oral exercise 1.用所学语法各造 3 个句子。 • makes 3 sentences following each of the grammar structures learnt. 2.两人一组，用所学语法进行安全问题的采访。 • in pairs, acts out an interview on security issues.	
	写作 Writing 写一则寻物启事。 writes a notice of lost and found property.	
	拓展阅读 Extended reading 《中国的校园安全防护》 *China's campus security protection* • reads *China's campus security protection* and talks about the security systems.	

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	翻译 Interpretation 新生看不懂布告栏上的安全通知，用英语解释。 • helps the new classmates to understand the content on the noticeboard and interpret it.	
	中国文学作品选读 Selected readings of Chinese literature • reads an excerpt from a Chinese text (novel) about security and protection and responds to questions about it.	

话题 2.5 性别和性别平等（24 课时） Topic 2.5 Gender and Gender Equity (Periods:24)

子话题 2.5.1 女生跟男生一样做得好 Sub-Topic 2.5.1 Girls can do as well as Boys

能力目标：学生能够了解他/她的国家和中国关于性别和性别平等的文化差异。

Competency: The learner understands cultural differences about gender and gender equality in his/her country and China.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about gender and gender equality. 2.听懂本单元的对话及课文。 listen to and understand the dialogues and text about gender and gender equality. 3.讨论中乌性别平等的差异。 talk about gender and gender equality in Uganda and China. 4.阅读并理解对话及课文的大意。 read and understand the gist of dialogues and texts about gender	**对话 1、2　Conversations 1 & 2** 1.听对话，学习重点词语。 • listens to dialogues 1 and 2 and identifies keywords and meanings. 2.学习对话中的语法点，并造句。 • identifies the key grammar points in the dialogues and uses them to create sentences. **词汇：**性别、社会、地位、看法、填表、平等、能干、公平、好像、力气、聪明 **Vocabulary:** gender, society, status, view, fill in the form, equality, competent, justice, seem, strength, smart	• 听对话及课文并背诵。 Evaluate the learner's ability to pronounce tones of the Chinese words accurately and fluently as he/she listens to the dialogues/texts focusing on how they are pronounced and recites them. • 阅读文章并回答问题。 Evaluate the learner's ability to comprehend the Chinese words as he/she reads a passage and answers questions accordingly. • 回答《中国女性的地位》一文的问题。 Gauge the learner's understanding of the passage as he/she answers questions about the text *The position of Women in China.*
	课文 Text 1.分小组，就乌干达和中国的性别平等问题进行讨论。 in groups, reads a text on gender and gender equality and uses the keywords to make a comparison of gender and gender equality in Uganda and China. **词汇：**顶、半边天、机会、小看、偏见、连、千万、尽管、	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
and gender equality. 5.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to gender and gender equality. 6.口译中的选词：了解并运用英汉口译的基本技巧。 know and apply the basic skills of English-Chinese interpretation. (Word selection)	共同、竞争、温柔、强壮、相反 **Vocabulary:** hold, half sky, opportunity, look down, prejudice, even, in case/never, although, common, to compete, gentle, strong， on the contrary **语法 Grammar** • writes comparative sentences using the following grammar points: （1）A 跟 B 一样+adj Comparative sentences “A is same as B （+Adj）” 例句 Example: 女生跟男生一样能干。 （2）A 不如 B+adj./V. Comparative sentences “A is not as good as B+adj./V”. 例句 Example: 女生不如男生那么能干。 （3）越 A 越 B The Structure “more+Adj/Mental V+more adj” 例句 Example: 他作业越做越好。 **字与词 Chinese characters and words** 观看象形字演变的视频并学	Ensure relevancy, accuracy and coherency in his/her answers. 以“男女平等吗？”为主题 • 进行辩论。 Observe the learner’s progress in attitude towards gender equality as he/she discusses gender issues in a debate based on the theme “Are men and women equal?”. Evaluate the learner’s level of relevancy, accuracy and coherency in using learnt vocabulary, grammar points and tones and values. • 听对话，写出重点词语，注意笔顺。 Observe the learner’s ability to follow the strokes and paying attention to the stroke in order to write the characters of the

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	习。 views a video about Chinese characters' pictographic evolution and writes: • 1.形声字 pictographic characters Studies the passage and identifies characters with the following radicals. • 2.偏旁 " 刂" "弓" Radicals " 刂" "弓"	keywords. • 听音频，写拼音，并翻译听到的词语。 Evaluate the learner's listening and interpretation skills as he/she listens to an audio text in English about gender and gender equality and interprets it in Chinese. Gauge the level of understanding of the original oral text.
	口语练习 Oral exercise 在课堂上组织并进行一场关于性别平等的辩论，注意发音。 • organises and presents a short debate in class about gender and gender equality paying attention to the pronunciation of keywords.	
	写作 Writing 以"男女平等吗？"为主题写一篇小短文。 • writes a short argumentative essay in Chinese based on the theme: Are men and women equal?	
	拓展阅读 Extended reading 《女性在中国的地位》	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	• reads *The position of women in China* and gives his/her opinion about it.	
	翻译 Interpretation 听一段关于性别平等的中文录音，将关键词从中文翻译成英文。 • listens to an audio recording about gender equality in Chinese and interprets keywords from Chinese to English.	
	中国文学作品选读 Selected reading of Chinese literature • reads an excerpt from a Chinese text (plays) about security and protection and responds to questions about it.	

话题 2.6 社区生活和服务（24 课时） Topic 2.6 Community Life and Service (Periods: 24)

子话题 2.6.1 多么乐于助人的好孩子！ Sub-Topic 2.6.1How helpful and kind the child is!

能力目标：学生能够融入社区生活并提供服务，与人和谐相处，并了解中乌社区差异。

Competency: The learner integrates into community life and provides services, lives in harmony with others, and understands the differences between Chinese and Ugandan communities.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about community life and service. 2.听懂本单元的对话及课文。 listen to and understand the dialogues and texts about community life and service. 3.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and texts about community life and service.	**对话 1、2　Conversations 1 & 2** 1.听然后阅读关于社区生活和服务的对话。 • listens to and reads a dialogue about community life and service. 2.学习对话中的重点词语。 • identifies the keywords in the dialogue and describes their meanings. 3.列出对话中的主要观点。 • lists the main ideas in the dialogues. **词汇：**摔倒、孤独、看望、无儿无女、乐于助人、捐助、上门服务、照顾、否则、感动、夸奖、感谢、爱心、差点儿 **Vocabulary:**　fall down, alone, visit, childless, helpful, donate, door-to-door service, take care of, otherwise, moving/moved, praise, grateful, caring, almost **课文　Text** 1.确定课文的主要观点。 • identifies the main idea in the article. 2.分析主题并与社区生活相联系。	• 老师说，学生译。 Evaluate the learner's understanding as he/she listens to what the teacher says about community life and service concerning what is in the dialogue and responds to questions about it correctly and coherently. • 介绍你所在国家的社区生活。 Gauge the learner's ability to use Chinese words and grammar patterns learnt relevantly, accurately and coherently as he/she tells a classmate about the community life in their country. • 调查不同的社区生活并展示。 Evaluate the learner's ability to research an issue and report its

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
4.了解中乌社区生活的差异。 talk about community life and service in Uganda and China. 5.写一篇助人为乐的小短文。 express him/herself in writing by writing a narrative piece about being ready to help others. 6.长句口译：应用英汉口译的基本技巧。 apply the basic skills of English-Chinese interpretation: sentence interpretation.	• analyses the themes and relates them to his/her immediate community. **词汇：**社区、服务、不过、比如、随着、网购、送货上门、提供、诊所、除了……，还……、便利店 **Vocabulary：** community, service, but, for instance, along with, online shopping, home delivery, provide, clinic, except/in addition to..., convenience store **语法 Grammar** 使用所学语法造句。 • forms sentences with the grammar points learnt. 1.有+VP+的 In Chinese, two or more phrases of the structure "有+VP+的" may express enumeration. 例句 Example: 他们都在帮忙，有给奶奶洗碗的，有帮奶奶打扫房间的，还有给奶奶洗手的。 2."要不是……就……" is a hypothetical compound sentence, "要不是" means "if not", the condition of the hypothesis and the second half of the sentence is the	findings as he/she makes a survey about community life in a brief report. • 阅读"孟母三迁"的故事，了解环境的重要性。 Observe the learner's ability to pronounce and articulate well and use correct tones, as he/she reads a short passage "*Mencius mother moved Thrice*" aloud with the right intonation. • 组词造句，并制作标语挂在墙上。 Observe the learner's ability to use 有+VP+的，."要不是……就……" and/o."一……就……" as he/she makes posters with learnt phrases about community life and service and hangs them

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	result of the above hypothesis. 例句 Example: 要不是孩子们的帮助，奶奶差点就不能走路了。 2. and "就" is followed by a situation that would occur under the condition. 例句 Example: 他每天一放学就去奶奶家帮忙。	around the school. • 写一写你的社区生活方式。 Evaluate the learner's narration skills, and ability to use Chinese words relevantly, accurately and coherently as he/she writes a narrative piece about the way of life in his/her community.
	字与词 Chinese characters and words 1.使用识写字造句。 • uses literacy words to form sentences. 2.注意字形和部首。 • writes the literacy words' characters paying attention to their formation and the radicals. （1）形声字 pictographic （2）偏旁"阝""贝" Radicals "阝"：随 ；"贝"：购	
	口语练习 Oral exercise 演讲：如何做一名优秀的社区公民。 • discusses with classmates how to be a good member of a community.	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	写作 writing 写一写你的社区生活。 • writes about his/her community's way of life.	
	拓展阅读 Extended reading 《孟母三迁的故事》*Mencius mother moved Thrice* • reads *Mencius mother moved Thrice* and gives his/her opinion about it.	
	翻译 Interpretation 1.运用所学句型，翻译句子。 • uses grammar points learnt to interpret sentences in a given text. 2.老师说，学生译。 • interprets what the teacher says about community life and service.	
	中国文学作品选读 Selected reading of Chinese literature • reads an excerpt from a Chinese text (play) about community life and service and responds to questions about it.	

中学 6 年级 Senior Six

第一学期：（96 课时）Term One: (Periods: 96)

主题 3： 人际关系　THEME 3: INTERPERSONAL RELATIONS

话题 3.1 友情和人际关系（24 课时）Topic 3.1 Friendship and Relations (Periods: 24)

子话题 3.1.1 人际关系与宿舍生活　Sub-Topic 3.1.1 Interpersonal relationships and dormitory life

能力目标：学生能够就人际关系和宿舍生活做出回应并提问，能够阅读、理解和分析文学原著节选，以培养其乌干达和中国的文化意识。

Competency: The learner responds to and makes simple requests about interpersonal relationships and dormitory life. He/she reads, understands and analyses texts to create cultural awareness about Ugandan and Chinese culture.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary about interpersonal relationships and dormitory life. 2.听懂本单元的对话及课文。 listen to and	**对话 Conversation** 1.分小组讨论对话中的主要内容。 • in groups, identifies and discusses the main ideas in the dialogue about interpersonal relationships and dormitory life. 2.听对话，写下听到的词语。 • listens to a dialogue about interpersonal relationships and	• 听写对话中的重点词语。 Observe the learner as he/she writes and recites the keywords and sentences he/she hears in the dialogue about interpersonal relationships and

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
understand dialogues and texts about interpersonal relationships and dormitory life. 3.简短地介绍自己的朋友。 briefly introduce somebody else's friends. 4.就话题进行交流，学会交朋友。 understand and talk about the etiquette in interpersonal relationships and how to make friends. 5.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and texts about interpersonal relationships and dormitory life.	dormitory life and writes the key words he/she hears. **词汇：**友谊、交、深厚、关心、适应、支持、帮忙、付出、促进、联系、习惯、尽管、重新、避免、距离、好像、正好、讨厌、安静、亲爱 **Vocabulary:** friendship, to make, profound, concerned about, adapt to, support/sustain, to help, to expend/pay, to promote, to contact, to get used to, although, again/once more, to avoid, distance, as if, just right/just in time, to dislike, quiet, dear.	dormitory life. • 阅读文章并回答问题。 Observe the learner as he/she reads an extract about interpersonal relationships and dormitory life and respond to questions about it. • 观看学生中文演讲比赛的视频并复述。 Observe and gauge the learner's ability to watch, listen to and understand a video of a student giving a speech in Chinese language and his/her ability to retell it.
	课文 Text 根据课文内容填空。 • reads a text and fills in the blanks in a text about interpersonal relationships and dormitory life. 观看关于人际关系及宿舍生活的中文演讲 • Watches a video of a student giving a speech about interpersonal relationships and dormitory life in a competition in Chinese. **词汇：**吵、相处、真正、互相、	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
6.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to interpersonal relationships and dormitory life. 7.了解与人际关系有关的习语和俗语。 understand and use some idioms related to interpersonal relationships and dormitory life. 8.对笔译形成初步了解。 form a basic understanding of the translation of texts about interpersonal relationships and dormitory life..	性格、分享、兴趣、秘密、宝贵、良好、了解、密切、关系、万岁、打扰、对方、比如、考虑、地久天长、整理、乱、千万、亲密、青春 **Vocabulary:** to quarrel with, get along with, indeed, mutually, nature/character, to share, interest, secret, precious, good/well, understand, close, relation, long live, to disturb, other side, for example, to consider, enduring as the universe, sort out, messy, be sure to/must, intimate, youth. **语法 Grammar** 1.连词成句。 • rearranges the words/phrases to construct sentences about interpersonal relationships and dormitory life. 2.使用以下语法点： • uses the sentence structures below to form new sentences about interpersonal relationships and dormitory life: （1）“把”字句 “把” sentence 例句 Example：把桌子擦一擦。 （2）在……方面 “on...aspect” is	• 说一说你的宿舍生活。 Listen to and gauge the learner’s ability to give a speech fluently about his/her dormitory life and make suggestions for improvement on pronunciation. • 写一写与朋友的相处之道，并翻译。 Observe the learner while he/she writes a brief paragraph about his/her interpersonal relationship and dormitory experience and observe how he/she also translates it into Chinese.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	used to bring up a topic of conversation. 例句 Example: 在跳舞方面，他是最棒的。 （3）差不多 almost; hardly “差不多” 可做形容词，也可做副词 “差不多” can be used as an adjective to mean “approximate”,and can also be used as an adverb. 例句 Example: 会议差不多结束了。 （4）正好 right “正好” can be used as an adjective to mean “just right”, indicating a certain condition is met. 例句 Example: 苹果八块五，西瓜十一块五，正好二十块。 （5）尽管 The conjunction “尽管” is usually used in the first clause 例句 Example: 尽管已经毕业这么多年，我们还是经常联系的。	• 朗读相关主题选段并概括大意。 Listen to the learner read an extract from a play about interpersonal relationships and dormitory life and observe him/her as he/she writes down the main ideas in Chinese.
	字与词 Chinese characters and words 1.写一写所学重点词语。 • identifies and writes the	

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	keywords from a text about interpersonal relationships and dormitory life. 2.注意汉字的书写笔顺和偏旁部首。 • pays attention to Characters' stroke orders and radicals from the text read.	
	口语练习 Oral exercise 阅读有关人际关系的选段并谈谈你的看法。 • reads a passage about relationships and shares his/her opinion.	
	写作 Writing 写一写你的朋友。 • writes a short composition introducing somebody else's friend in relation to interpersonal relationships and dormitory life.	
	拓展阅读 Extended reading 《在家靠父母，出门靠朋友》 • reads an article about "*At home one relies on his parents, while away from home one relies on friends" and* gives his opinion about it.	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	翻译 Translation 写一写与朋友的相处之道，并翻译。 • writes a brief paragraph about his/her interpersonal relationship and dormitory experience,and translates it into Chinese.	
	中国文学作品选读 **Selected readings of Chinese Literature** • reads an extract from a play about interpersonal relationships and dormitory life and writes down the main ideas.	

话题 3.2 媒体对生活的影响（24 课时）Topic 3.2 The Impact of the Media on People's Lives (Periods: 24)

子话题 3.2.1 那个脱口秀让我大笑　Sub-Topic 3.2.1 That talk show made me laugh out loud

能力目标：学生能够使用中文谈论当今世界媒体是如何影响人们日常生活的。

Competency: The learner uses Chinese language to talk about how media has impacted people's lives in the world today.

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about the impact of media on people's lives. 2.听懂本单元的对话及课文。 listen and understand the dialogue and texts about the impact of media on people's lives. 3.阅读并理解对话及课文的大意。 read and	**对话 Conversation** 听对话，学习以下词语。 • listens to a dialogue about the impact of media on people's lives and identifies the new words below. **词汇：**迷、网迷、电脑游戏、打游戏、拍摄、参加、采访、大多、主持人、根据、缓解、描述、片面、说服、针对、的确、喜爱、反映、感兴趣、结论 **Vocabulary ：** Be fascinated by/be crazy about, internet fan, computer game, play games, photograph, to participate in, join, interview, mostly, host, on the basis of, to relieve, to describe, unilateral, to persuade, in accordance with, indeed, to like, to reflect, be interested in, conclusion **课文 Text** 根据课文内容填空。 • fills in the blanks in a text about the impact of media on people's lives. **词汇：**记者、有名、出色、上电视、辩论、片面、议论、表演、趋势、谈笑自如、差点、运用、系列、思考、独特、多样、业余、扩展 **Vocabulary:** reporter, famous, outstanding, on TV, to argue, unilateral, to comment, performance, trend, talk and laugh freely,	• 朗读并背诵对话，注意重点词语的读音。 Observe the learner as he/she listens to, memorises, recites and dramatises the dialogue about the impact of media on people's lives and make suggestions on how he/she can pay attention to the pronunciation of the keywords. • 为本单元所学语法各造 3 个句子。 Evaluate learner's ability to use knowledge in new situations by asking him/her to form 3 sentences about the impact

understand the gist of dialogues and texts about the impact of media on people's lives. 4.了解媒体对生活的影响。 understand the impact of media on life. 5.了解如何进行采访。 know how to conduct interviews about the impact of media on people's lives successfully. 6.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing short essays related to the impact	almost, to apply, series, mediate, unique, diverse, spare time, to expand.	of media on people's lives using the grammar points learnt. • 表演一个脱口秀节目。 Observe the learners in pairs as they act out a TV talk show about the impact of media on people's lives. • 分小组，比较乌干达和中国不同社交媒体平台的异同并表达自己的观点。 Listen to group discussions where the learners, compare and contrast the different social media platforms in Uganda and China and guide the learners on how to politely express their ideas. • 写一写媒体对生活的影响。
	语法 Grammar 用以下语法点造句。 • forms sentences about the impact of media on people's lives using the grammar points below. 1.主语+把+宾语+动词+动量补语/时量补语 subject+把+object +verb + Momentum complement/time complement. 例句 Example：我把房间打扫了两遍。 2.“连……也/都”表示强调，说话人通过强调一项极端的例子来说明另一种情况。 The structure is often used for emphasis. The speaker explains another kind of situation by emphasizing an extreme case. 例句 Example：你太厉害了，连中文报纸都看得懂。 3.“对……来说”表示站在某一角度看问题。 The structure indicates the angle from which a matter is seen. 例句 Example：对我来说，她很重要。 4.“不是……而是……”前一句否定，后一句肯定，对比着说明一件事。 The former sentence is negative and the latter sentence is affirmative, which explains one thing by contrast. 例句 Example：他这样做不是为了自	

of media on people's lives. 7.正确掌握汉译英笔译选词。 know and use the selected words from texts in Chinese about the impact of media on people's lives and translate them into English.	己，而是为了大家。 5.让/使/叫 The Chinese words "叫" "让"and "使" can all be followed by a pivotal element to mean "to cause". The three of them mean the same thing, with "使" usually used in written Chinese, while "叫" is usually used in spoken Chinese. 例句 Example: 读书使我快乐。 **字与词 Chinese characters and words** • writes characters from a text about the impact of media on people's lives using the following methods: 1.独体字 single font 2. 构词法 word formation 3.偏正式 modifier-modified compound words 爱情、茶馆、蛋糕、汽车 **口语练习 Oral exercise** 1.运用所学重要语法点造句。 • identifies some of the key grammar points learnt and uses them to form sentences about the impact of media on people's lives. 2.两人一组，表演一个短剧。 • in pairs, acts out a short skit interviewing each other about the impact of media on people's lives. **写作 Writing** 写一写媒体对生活的影响。 • writes a composition about the impact of media on life. **拓展阅读 Extended reading**	Observe the learner as he/she writes a short composition about the impact of media on life. • 翻译文章中的重点词语。 Evaluate the learner's understanding of the sentences in Chinese characters as he/she translates the core words from the text about the impact of media on people's lives. • 检测学习者对相关话题的阅读理解能力并写出大意。 Guage the learner's ability to read and understand an extract from a play related to the impact of media on people's lives and encourage

	《微博与微信》*Weibo and WeChat* (Facebook and WhatsApp) • reads *Weibo and WeChat*, Facebook and WhatsApp and gives his/her opinion about the subject matter.	them to write down the main ideas in Chinese.
	翻译 Interpretation 翻译文章中的重点词语。 • translates the core words from the extract about the impact of media on people's lives.	
	中国文学作品选读 Selected readings of Chinese literature • reads an excerpt from a Chinese text (play) about the impact of media on people's lives and responds to questions about it.	

话题 3.3 购物和商品（24 课时）Topic 3.3 Shopping and Commodities (Periods:24)

子话题 3.3.1 货比三家 Sub-Topic 3.3.1 Shop around

能力目标：学生能够掌握购物技能并跟商家讨价还价。

Competency: The learner masters shopping skills and bargains with merchants.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1. 掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about shopping and	**对话 Conversation** 听然后阅读有关购物的对话。 • listens to and reads a dialogue about shopping. **词汇：**质量、商标、品牌、竟然、值得、其中、再说、肯定、一分钱一分	• 根据对话，正确运用重点词汇和语法向亲戚推荐一台电子产品。 Observe the learner as he/she

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commodities. 2.听懂本单元的对话及课文。 listen to and understand the dialogues and texts about shopping and commodities. 3.就话题进行交流，了解如何对比货物，讨价还价。 understand and talk about how to bargain and compare goods. 4.运用介词“比”及百分数、倍数等进行比较。 use the preposition “bi” and percentage, multiples to make comparisons about shopping and commodities.	货、差不多、倍、……之一、购物、购买、进口、降价、特价、促销、节省、季度、打折、降低、对比、诚信、高价、名牌儿、品质 **Vocabulary:** quality, trademark, brand, indicating unexpectedness, to be worth, among, besides/what’s more, must/surly, the higher the price, the better the quality, almost, multiples/times, used to express a fraction or percentage	writes and presents a speech with the correct use of grammar and keywords he/she has heard from the dialogue about shopping, to recommend an electronic product to a relative. • 准确朗读对话，并鼓励学生带读。 Listen to a learner read aloud an advertisement about shopping and commodities and guide him/her on the correct pronunciation of tones. Ask his peers to read after him/her to encourage peer teaching.
	课文 Text 听课文录音，找出下列词语。 • listens to an audio recording about shopping and commodities and finds the meaning of the following keywords. **词汇：**步行、逛、百货、营业、光临、冰箱、推销、挑选、货、售货员、来源、如今、出售、产品、商务、实用、快递、立即、临时、考察、发票、维修 **Vocabulary:** Go on foot, to stroll, general merchandise, do business, honour with their presence, refrigerator, promote sales, to choose, goods, shop assistant, source, nowadays, to sell, product, commercial affairs, practical use, express delivery, immediately,	

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5.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and texts about shopping and commodities. 6. 了解中国的品牌。 know more about Chinese brands. 7.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to shopping and commodities. 8.正确掌握汉译英笔译选词。 understand the	temporary, to inspect, invoice, to maintain **语法 Grammar** 1.用介词“比”比较中国和乌干达品牌的差异。 • uses the preposition “比 bǐ ” to compare Chinese and Ugandan brands. 例句 Example：这台电脑比那台质量好。 2.学会使用分数、倍数和百分比的表达。 • uses the expression of fractions, multiples, and percentages to talk about shopping and commodities. （1）“倍”，自主量词，表示倍数，后面一般不跟名词。 The measure word “倍” indicates the quotient of one number divided by another, it’s an unbound measure word, usually not followed by any noun. 例句 Example：销售额增加了三倍。 （2）In a fraction, the bottom mark is read as “之一”, the denominator is read first and then the number. 例句 Example：四分之三的学生买了笔记本。	• 情景表演：讨价还价。 Observe the learner as he/she is role-playing bargaining on the price of commodities in a market/shop. • 用中文写一篇文章：购物经历。 Observe the learner as he/she writes a short report about their shopping experience at an exhibition and encourage him/her to use formal Chinese language in order to submit a standard report. • 翻译与购物相关的重点词汇。 Evaluate the

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selected words from texts about shopping and commodities and translate them from Chinese to English.	（3）The percentage sign "%" is read as "百分之" 例句 Example: 价格提高了百分之六。 3.数量补语 the complement of quantity A + numeral - measure word phrase 例句 Example: 这台电脑比那台价格贵三倍。 4."再说" 可以作动词，表示把事情留到以后再办理或考虑；也可做连词，表示对前面的话补充进一步的情况。 "再说" can be used as a verb to indicate to put things off until later; can be used as a conjunction to explain a further situation in addition to what has been said. 例句 Example: 现在的事儿，做了再说。 5."竟然"，副词，用在动词、形容词前，表示没有想到，出乎意料。 the adverb "竟然" is used before a verb or adjective to indicate unexpectedness or surprise. 例句 Example: 这首歌特别好听，最近很流行，你竟然没听过？	learner's understanding of the characters in Chinese sentences as he/she translates the keywords from a text related to shopping from Chinese to English. • 检测学习者对相关话题的阅读理解能力并写出大意。 Guage the learner's ability to read and understand an extract from a play related to shopping and commodities and ask him/her to write down the main ideas in Chinese.

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	字与词 Chinese characters and words 认读字词并书写。 • understands the keywords from a text about shopping and commodities and writes their characters correctly paying attention to the following: 1.独体字 single font 2.构词法 word formation methods 3.补充式 verb-complement compound words 提高 打开 得到	
	口语练习 Oral exercise 情景表演买东西。 • role plays purchasing commodities/items from a market/shop.	
	写作 Writing 写一写你的购物经历。 • writes about his/her shopping experience in Chinese.	
	拓展阅读 Extended reading 《中国人的购物习惯》 *Shopping habits of Chinese* • reads *Shopping Habits of Chinese* and discusses with classmates.	
	翻译 Interpretation 阅读有关乌干达购物/商品的文章，	

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	并翻译重点词语。 • reads an extract about shopping/commodities in Uganda and translates the keywords.	
	中国文学作品选读 Selected readings of Chinese literature • reads an excerpt from a Chinese text (play) about shopping and commodities and responds to questions about it.	

话题 3.4 兼职/打零工 （24 课时 Topic 3.4 Part-time Jobs in Holidays (Periods:24)

子话题 3.4.1 老板对我印象不错 Sub-Topic 3.4.1 I have made a good impression on the boss

能力目标：学生能够更高效的准备面试，并了解职场技能。

Competency: The learner prepares for interviews more efficiently and understands and portrays workplace skills.

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1.掌握本单元生词及语法。 understand and use the relevant vocabulary and grammar about part-time jobs in holidays. 2.听懂本单元的对话及课文。 listen to and understand dialogues and texts about part-time jobs in holidays. 3.就话题进行交流，如何准备面试。 talk about how to prepare for a job interview. 4.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues	**对话 Conversation** 1.听对话，学习相关词语。 • listens to and reads a dialogue about part-time jobs in holidays, identifies the relevant vocabulary and finds their meanings. **词汇：**挺、紧张、信心、按时、迟到、面试、登记、招聘、应聘、提供、简历、材料、符合、通知、合同、本来、负责、专业、推销员、翻译、收银员、另外、安排、收入、工资 **Vocabulary:** Quite/rather, nervous, confidence, on time, be late, interview, to recruit, accept an offer of employment, to provide, curriculum vitae, material, to accord with, to inform, contract, originally/at first, to be in charge of, major/speciality, salesman, to translate, cashier, besides/in addition, to arrange, income, salary **课文 Text** 小组讨论兼职工作。 • in groups, discusses a given part-time job. **词汇：**首先、其次、办事、顾客、诚实、担任、大型、规模、手忙脚	• 根据课文内容复述。 Observe and gauge the learner's ability to read and understand and retell a story in the dialogue or text about part-time jobs in holidays in Chinese. • 情景表演：面试。 Evaluate the learner's ability to use knowledge in real-life situations by observing him/her simulate a job interview in Chinese in pairs. • 看一则招聘广告的视频，并回答问题。 Ask learners to attentively watch a video of a job

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and texts about part-time jobs in holidays. 5.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to part-time jobs in holidays. 6.了解乌干达的就业情况。 understand the employment situation in Uganda. 7. 了解书信格式并写一篇正式的信函 Understand the format of and write a formal letter	乱、积累、经验、汇报、结果、加班、搞、糟 **Vocabulary:** first, second/next, handle affairs, customer, honest, hold the post to, large-scale, scale, in a rush, to accumulate, experience, to report, result, work overtime, engage in, messy **语法 Grammar** 使用正确的句型和语法造句。 • forms sentences using the correct sentence patterns and grammar points. 1.结果补语 the resultative complement（V+V/A） 例句 Example：我听懂了。 2.疑问代词表示任指 interrogative pronouns of general denotation. 例句 Example：我才开始工作，什么都要向你学习。 3.“是”表肯定 “shì” for emphasis and affirmation 例句 Example：他是学习很努力。 4.“不管……都……” The conjunction “不管” indicates that the conclusion or result won’t change under any assumed circumstances, often used together with the interrogative pronoun “什么、怎	advertisement and guide them as they answer questions about it correctly. • 写一则招聘兼职的广告用中文填写简历。 Observe the learner as he/she writes an advertisement for a part-time job and encourage him/her to use formal Chinese language in order to submit a standard. • 用中文填写求职简历或求职申请。 Observe the learner as he/she fills out their resume and writes a letter of application in Chinese for a job they would like to do in Formal language.

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8.了解面试时应注意的礼仪和技巧。 understand interview skills and etiquette. 9.了解中国的购物平台。 understand Chinese shopping platforms. 10.正确掌握汉译英笔译数字。 interpret large numbers in Chinese and use them in a job situation.	么、谁、多么”. it's often collocated with “还是” or affirmative-negative phrase, followed by a clause with “都” or other words. 例句 Example: 不管上课、上班，还是约会，准时都非常重要。 5.“本来” the adverb “本来” indicates naturally, it goes without saying; it can also mean “originally /at first”. 例句 Example: 这次招聘本来是小李负责的。 6.“挺...的” the adverb “挺” means “quite /rather”, similar to “很”, it's often used in the structure “挺……的”. 例句 Example: 他们问的问题都挺容易的。	• 使用网络购物平台，将平台上不同商品的价格换算成人民币并翻译。 Observe the learner's ability to understand how to convert the prices of different commodities using an online shopping platform particularly exchanging Shillings into RMB, and translate them into Chinese. • 检测学习者对相关话题的阅读理解能力并写出大意。 Guage the learner's ability to read and understand an extract from a play related to
	字与词 Chinese characters and words 1.朗读课文，小组学习并讨论本课相关词汇及含义。 • reads the text about part-time jobs in holidays and in groups identifies the words learnt and discusses their meanings. 2.构词法 • writes words and phrases about	

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	part-time jobs in holidays paying attention to the following: i) 独体字 single font ii) 构成法 word formation methods iii) 动宾式 verb-object compound words 说话、食物、聊天	employment and correctly write the main ideas in Chinese.
	口语练习 Oral exercise 角色扮演：面试官和应聘者。 • acts out a situation about a job interview where one is an interviewer and another an interviewee.	
	写作 Writing 写一写你毕业后想做什么工作。 • writes a short composition describing a job he/she would like to do. 写一封求职信。 • writes a letter of application for a job in holidays.	
	拓展阅读 Extended reading 《中国的义乌小商品市场》 *YIWU Commodity market in China* • reads *YIWU Commodity market in China* and shares the main ideas with classmates.	

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	翻译 Interpretation 翻译数字，并讨论不同工作的薪资。 • interprets numbers in Chinese and discusses salaries for various jobs. 讨论各购物平台商品的价格。 • discusses prices of commodities on various platforms.	
	中国文学作品选读 **Selected readings of Chinese literature** • reads an excerpt from a Chinese text (play) about part-time jobs in holidays and responds to questions about it.	

第二学期：（96 课时） Term Two: (Periods:96)

主题 3： 人际关系 THEME 3: INTERPERSONAL RELATIONS

话题 3.5 家庭教育和代沟（24 课时）Topic 3.5 Family Education and Generational Gap (Periods:96)

子话题 3.5.1 养不教父之过 Sub-Topic 3.5.1 To feed without Education is the father's fault

能力目标：学生能够就家庭儿童的教育进行口头和书面交流，了解代沟的文学摘录，并将中国儿童教育的文化方式与乌干达的儿童教育方式进行比较。

Competency: The learner communicates orally and in writing about educating children in the family, understands literary extracts on generational gap and compares cultural ways of child education in Uganda and China.

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1.掌握本单元生词及语法。 understand and use the relevant vocabulary and grammar about child education and generational gap. 2.听懂本单元的对话及课文。	**对话 Conversation** 1.听对话，学习并理解词汇含义。 • listens to the dialogue about child education and generational gap and identifies new words and their meanings. 2.朗读对话，在含重点语法结构的句子下面划线，学会灵活运用。 • reads the dialogue and underlines the sentences with the following syntax points and uses them in another situation.	• 听对话，理解其含义，并检查重点词汇发音的准确性。 Observe and gauge the learner's ability to listen to and understand a dialogue about child education and pronounce keywords from it accurately with the right tones.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
listen to and understand dialogues and texts about child education and generational gap. 3.就话题进行交流，了解父母与孩子之间存在代沟的原因。 appreciate and discuss the reasons for generational gap between parents and children. 4.阅读并理解对话及课文的大意。 read and understand the gist of dialogues and texts about child education	**词汇：**养成、习惯、培养、懒、表扬、批评、教训、管理、忽视、故意、误会、整理、引导、解释、合适、欺骗、粗心、骄傲、左右、言传身教、安慰 **Vocabulary:** to develop, habit, to cultivate, lazy, to praise, to criticize, teach somebody a lesson, to manage/to administer, to ignore, intentionally/on purpose, misunderstanding, to tidy up/to arrange, to guide, to explain, fit/suitable, to cheat/to deceive, careless/thoughtless, arrogant/conceited, around/or so, teach by personal example, to comfort **课文 Text** 听写重点词语。 • writes the characters of the keywords he/she hears. **词汇：**宝贝、参与、童年、儿童、角色、动摇、相反、冷静、教授、尽力、关于、家务、默默、度过、精力、赢得、优秀 **Vocabulary:** darling, to participate in, childhood, children, role, to shake, contrary, calm, to instruct, try one's	• 阅读并理解课文，正确表达父母与孩子间存在代沟的原因。 Evaluate the learner's ability to read and understand a text about generational gap as they give reasons for the generational gaps between parents and children in Chinese. • 运用本课重点词汇及语法，针对某些不好的家庭行为向朋友提出建议。 Listen to the learner as he/she advises a friend using the grammar points and words learnt that certain acts are not good to do in a family. • 角色扮演：父母与孩子如何正确有效沟通

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and generational gap. 5.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to child education and generational gap. 6.跟父母进行有效的沟通。 know how to relate with and communicate to parents politely and effectively to avoid quarrels. 7.了解中国的家	best, about, household, quiet, to spend, energy, to win, excellent **语法 Grammar** 从阅读的文章中找出以下语法结构，并造。 • identifies the following grammatical structures and constructs sentences: 1.趋向补语“起来”的引申意义。 extended use of “起来” “起来”可用在动词后面做趋向补语或可能补语，表示动作的方向从下到上。 The adverb “起来” can be used after another verb as a complement of direction or possibility, indicating an upward movement. 例句 Example: 快坐起来！ 2.哪怕……也…… the construction “哪怕……也……” In this conjunction, “哪怕” introduces a condition or concession, and “也” is used to indicate that the result is not affected by the previous situation. 例句 Example: 哪怕没有钱，我也要买车。 3.“千万、一定”副词，表示务必、	对新技术的看法。 Observe the learners as they role-play a conversation between a parent and child in Chinese about new technologies using appropriate language. • 阅读相关短文节选，摘录其中3个语法点并造句。 Guage learner’s ability to use knowledge in new situations by asking him/her to read a paragraph or an extract about child education and generational gaps and identify three grammar points and use each of them to construct 2 new sentences in Chinese. • 正确运用语法写一篇

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庭教育观念并与乌干达对比。 understand and compare the concept of Chinese family education and that of Ugandans. 8.正确掌握汉译英笔译数字。 use numbers and translate them from Chinese language to English language.	一定，后面常接否定形式。 The adverb “千万、一定” means “must” or “to be sure to”, usually followed by a negative structure. 例句 Example: 喝酒千万别开车。 4.“左右” 名词，只用在数量词后面，表示比某一数量稍多或稍少。 The noun “左右” can only be used after numerals, indicating being slightly more or less than a certain quantity. 例句 Example: 七岁左右的儿童普遍好动，坐不住。 5.“弄”动词，表示“做”的意思，可以代表其他一些动词的意义，常用在口语中。 the adverb “ 弄 ” means “to do/to make”, it’s often used in spoken Chinese instead of certain other verbs. 例句 Example: 小心点儿，别弄坏了。	家庭生活的小短文。 Guage the learner’s ability to write a short story about family life using correct grammar and diction. • 翻译有关家庭教育的习语。 Evaluate the learner’s understanding of the methods of translation as he/she translates Chinese idioms related to family education into English language. • 阅读相关话题的诗歌并分享对此诗歌的观点。 Evaluate the quality of learning through assessment of how the learner reads a poem related to child education and generational gap and shares his ideas in response to it.
	字与词 Chinese characters and words • use 主谓式 subject-predicate compound to form correct words about child education and generational gap for example:	

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	头疼、年轻	
	口语练习 Oral exercise 就"管孩子还是不管孩子"的话题进行辩论。 • participates in debates about the motion "Should we care for children or not?" using the sentence structure "管孩子还是不管孩子" and new words.	
	写作 Writing 使用所学词语，写一篇家庭生活的小短文。 • uses the keywords learnt and writes a short essay about family life.	
	拓展阅读 Extended reading 《管孩子还是不管孩子》*Caring about the children or not* • reads *Caring about the children or not* and shares his/her opinion about it.	
	翻译 Interpretation 1. 汉译英笔译数字。 ❖ Translates numbers from Chinese to English. 2.将促进家庭和睦的中文短语翻译成英文。 • translates a Chinese phrase that	

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	promotes peace in the family into English language.	
	中国文学作品选读 Selected readings of Chinese literature • reads a poem about child education and generational gap and responds to questions about it.	

话题 3.6 社区生活和环境保护（24 课时）Topic 3.6 Community Life and Environmental Protection (Periods:24)

子话题 3.6.1：保护环境就是保护我们自己 Sub-Topic 3.6.1: Protecting the environment is protecting ourselves

能力目标：学生能够谈论人们如何在社会中和谐生活并保护他们生活的环境。

Competency: The learner talks about how people can live harmoniously in society and protects the environment in which he/she lives.

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1.掌握本单元生词及语法。 understand and use the relevant vocabulary and	**对话 Conversation** 听录音，注意以下词语。 • listens to a recorded audio about community life and environmental protection and identifies the following	• 听录音，理解并背诵。 Observe and gauge the learner’s ability to listen to and

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
grammar about community life and environmental protection. 2.听懂本单元的对话及课文。 listen to and understand dialogues and texts about community life and environmental protection. 3.就话题进行交流，了解如何与邻居和睦相处。 know how to get along with his/her neighbours in the community. 4.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and texts about community life and	keywords. **词汇：**保护、环境、财富、植树、工程、森林、解决、污染、方案、措施、绿化、海水、关系、利益、既……又……、确实、百年大计、恐怕、否则、导致、不得不、挑战、面临 **Vocabulary:** To protect, environment, wealth, to plant trees, project, forest, to solve, to pollute, plan, measure, to make (a location) green by planting trees/ to reforest, seawater, relation, benefit, both...and ..., really/indeed, centennial plan, be afraid of, otherwise, lead to, have to, to challenge, face with **课文 Text** 1.学习文章中的语法，并运用重点词汇及语法造句。 • reads and learns the grammar points in the dialogue about community life and environmental protection and forms sentences using the keywords and grammar points below.	understand an audio recording about community life and environmental protection and recite it correctly. • 阅读对话/课文，运用适当词语填空。 Evaluate the learner's ability to read the dialogue/text about community life and environmental protection and fill in the blank spaces using the appropriate keywords. • 运用对话中的语法造句。 Evaluate learner's ability to use knowledge in new situations by asking him/her to analyse the grammar points learnt and use them to form sentences about

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environmental protection. 5.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to community life and environmental protection. 6.了解如何维护社区的稳定与保护环境。 talk about how to maintain stability and protect the environment in the community. 7.正确掌握汉译英笔译习语。 know the idioms	2.分组讨论如何共同保护环境。 • in groups develops a conversation on how the community can work together to conserve the environment. **词汇：**爱护、季节、地下、含量、沉重、潮湿、别、负担、处于、泪水、对付、塑料、塑料袋、随手、垃圾、即将、呼吸、改正、替代 **Vocabulary:** Take good care of, season, underground, content, heavy, moist, do not, burden, be (in a certain condition), tears, deal with, plastic, plastic bag, conveniently (when doing something), rubbish, soon, to breath, correct, to replace **语法 Grammar** 1.使用下面的语法结构，比较乌干达和中国的社区生活和环境保护方式。 • uses the grammar structure below to compare the community life and ways of protecting the environment in both	community life and environmental protection in Chinese. • 演讲：如何拥有更好的社区生活环境。 Listen to the learner as he/she delivers a speech on how people can have a better community life by choosing words appropriately and pronouncing the tones correctly. • 写录音中听到的重点词语，注意笔画笔顺。 Guide the learner to identify the keywords as he/she listens attentively to the audio about community life and environmental protection and write them down in characters paying attention to their

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related to community life and environmental protection in Chinese and translate them into English language.	Uganda and China. 2.使用以下语法点： （1）可能补语 potential complement V+得/不+下/了/动 “得/不” is inserted between a verb and a resultative or directional complement to indicate whether or not a certain result can be attained or a certain status can be achieved. 例句 Example: 我搬得动。 （2）趋向补语“出来”的引伸意义 extended use of “出来” The construction “V+ 出 来 ” indicates that an action has caused the appearance or the emergence of some result or thing. 例句 Example: 植树节的消息登出来了。 （3）名词、量词和数量词短语的重叠 The reduplication of nouns, measure words, and numeral-measure words phrases: Some reduplicated nouns and measure words denote the inclusion of the entirety without exception and are often used as	strokes and stroke orders. • 写一写如何保护环境。 Observe and gauge the learner’s ability to write a short composition on environmental conservation using correct grammar and diction. • 运用所学词语与句型制作呼吁环保的海报。 Guage the learner’s ability to appropriately use words and grammar points learnt to make a poster calling for environmental protection. • 概括如何维护社区稳定及保护环境相关选段大意并翻译。

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	subjects or attributes. 例句 Example: 现在人人都关心北京的绿化。 （4）"跟....（没）有....关系" is often employed to indicate whether or not there is any relation between the subject and the noun or pronoun after"跟". 例句 Example: 他跟这事儿没有关系。 （5）既 …… 又 …… the construction "既……又……" This structure is used to denote two concurrent qualities or situations. 例句 Example: 她既聪明又漂亮。	Observe and evaluate the learner's understanding of the methods of Chinese-English and English-to-Chinese translation as he/she translates the main ideas from a text about how to maintain stability and protect the environment. • 阅读维护社区稳定及保护环境相关诗歌并概括大意。 Evaluate the quality of learning through assessment of how the learner reads a poem related to how to maintain stability and protect the environment and observe him/her as he/she writes down the main ideas in Chinese.
	字与词 Chinese characters and words 小 组讨论不同的构词方法，并举例。 • in groups, discusses the different word formation methods and outlines more examples of reduplicated nouns and measure words. 重叠式 Reduplicated compound words 爸爸 姐姐 刚刚 轻轻	

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	口语练习 Oral exercise 说一说如何保护环境 • writes a speech about environmental conservation in Chinese and presents it to his/her classmates.	
	写作 writing 运用所学词语与句型制作呼吁环保的海报。 • uses words and grammar learnt to make a poster calling for environmental protection.	
	拓展阅读 Extended reading 《南水北调》*South-to-North water division* • reads *South-to-North water division* and shares his/her opinion.	
	翻译 Interpretation 阅读关于环保的相关文章，注意相关成语，并翻译。 • reads a paragraph about the relationship between nature and humans, identifies the idioms and translates them.	
	中国文学作品选读 Selected readings of Chinese literature • reads a poem related to	

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	community life and environmental protection and responds to questions about it	

主题 4：处理新情况 THEME 4: COPING WITH EMERGING ISSUES

话题 4.1 疾病和心理健康（24 课时）Topic 4.1 Sickness and Mental Health (Periods: 24)

子话题 4.1.1 头疼，下课以后我想回宿舍睡觉 Sub-Topic 4.1.1 I have a headache, so I want to go back to the dormitory to sleep after class

能力目标：学生用中文谈论他们对自己的健康和疾病症状的感受。

COMPETENCY: The learner uses the Chinese language to talk about his/her health and any symptoms of sickness.

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1. 掌握本单元生词及语法。 understand and use the relevant vocabulary and grammar about	**对话 1、2 Conversations 1 & 2** 听对话，学习重点生词。 • listens to the dialogues about sickness and mental health and identifies the meaning of the keywords.	• 听对话，理解并背诵，然后表演。 Observe and gauge the learner's ability

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sickness and mental health. 2.听懂本单元的对话及课文。 listen to and understand the dialogues and texts about sickness and mental health 3.讨论健康与疾病。 talk about sickness and mental health. 4.描述疾病症状。 describe the symptoms of sicknesses and diseases. 5.阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and poems about sickness and mental health.	**词汇：**咳嗽、长胖、肚子、腿、减肥、严重、大夫、散步、心情、头疼、痛 **Vocabulary:** cough, to gain weight, stomach, leg, to lose weight, severe, doctor, to take a walk, mood, headache, pain 运用以上词汇并造句。 • uses the vocabulary above and makes relevant sentences about sickness and mental health. **课文 Text** 读课文，用所学词语和语法点，以医院为主题表演短剧。 • reads the text and acts out a short skit of a doctor interviewing a patient using the keywords and grammar points learnt. **词汇：**悲观、乐观、锻炼、亲切、营养、自从、难过、心理医生、既然……也/还、只好、按照 **Vocabulary:** pessimistic, optimistic, to work out, kind, nutrient, since, sad, psychologist, since.... also, have no choice but to, according to	to listen to and understand a dialogue 2 to 3 times, recite and act it out in pairs/groups. • 阅读对话并自己做一个问诊的对话，并表演。 Guide the learner to read and understand a text and write a dialogue between a doctor and patient (in which a doctor inquires about one’s health and the other patient responds) and act it out. • 情景表演：医生和病人。 Gauge the learner’s ability to use knowledge in real-life situations by asking him/her to

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6.写一则病假条。 apply for sick leave in Chinese. 7.写一篇跟本单元话题相关的小短文。 write a short essay related to sickness and mental health. 8.学习数字翻译的基本技能。 know and use the basic skills in interpreting numbers related to sickness and mental health.	**语法 Grammar** 使用正确的句型和语法造句。 • constructs sentences about sickness and mental health using the correct sentence patterns and grammar points below: 1.兼语句 Pivotal pattern 例句 Example: 医生让我每天锻炼身体。 2.复杂情态补语 Complex complement 我头疼得想睡觉。 V1+了+O1....就+V2+O2 例句 Example: 下了课，就回宿舍睡觉。 3.既然……也/还/又 The sentence pattern of “since... also...” 例句 Example: 既然生病了，头也疼，我想早点回去休息。	simulate a dialogue between a doctor and a patient for 3 minutes. Observe them as they perform it in pairs. • 请运用各种方式来寻求帮助解决实际问题，比如编辑一条描述疾病症状的短信给医生。 Observe the learner using the skill of writing with the aid of any relevant technology to solve a daily life problem like writing a text message to a family doctor explaining the symptoms of their sickness and requesting immediate attention in Chinese. • 将汉字按偏旁部首归类并根据笔
	字与词 Chinese characters and words 练习含偏旁“月、疒”的汉字。 identifies the literary words in a text about sickness and mental health and writes those whose characters have the radicals: 月 and 疒 for example	

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	月：肚、腿、胖 疒：病、疼、痛	画笔顺写汉字。 Observe and gauge the learner's ability to categorise any given characters following their radicals and write them paying attention to their correct strokes and stroke orders.
	口语练习 Oral exercise 1.描述症状，去看医生。 • in pairs, talks about the symptoms of the sickness that he/she is experiencing, and how he/she plans to see a doctor. 2.两人一组，谈论疾病的症状。 • in pairs, talks about the symptoms of the given disease.	• 听对话，写出对话中的重点词语，注意笔顺。 Observe the learner as he/she listens to a dialogue and guide them to write the correct characters of the given keywords focusing on the right strokes and stroke order.
	写作 Writing 使用本单元所学的词语和语法结构写一则病假条。 • uses the keywords and grammar structures they have learnt and writes an email to the teacher requesting for sick leave.	
	拓展阅读 Extended reading 《本草纲目》 *Compendium of Materia Medical* • reads *Compendium of Materia Medical* and talks about the main points to the classmates.	• 阅读并理解一篇关于疾病与健康的诗歌，概括大

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	翻译 Interpretation 观看有关健康的节目，翻译数字。 • watches a video about a health report and interprets the numbers in Chinese. **中国文学作品选读 Selected readings of Chinese literature** • **reads a short poem about** sickness and mental health and responds to questions about it relevantly, accurately and coherently.	意。 Guage the learner's ability to read and understand a poem related to sickness and mental health as he/she notes the main ideas in Chinese.

话题 4.2 科技与技术（24 课时）Topic 4.2 Science and Technology (Periods:24)

子话题 4.2.1 没有手机活不了　Sub-Topic 4.2.1 People cannot live without phones

能力目标：学生能够进行有关科技的交流，通过阅读、理解和书写科技对社会的影响，并对有关科技的文学文本进行分析。

Competency: The learner talks about science and technology, and reads and understands the impact of technology on society.

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1.掌握本单元生词及语法。 understand and use the relevant vocabulary and grammar in the conversation about science and technology. 2.听懂本单元的对话及课文。 listen and understand dialogues and texts about science and technology. 3.就话题进行交流，了解当代互联网技术及多媒体技术。 understand and talk about contemporary technologies such as the Internet. 4.将现实生活与虚	**对话 Conversation** 1.朗读重点词语，注意声调。 • reads aloud the Chinese words below with emphasis on the correct tones. 2.按正确的笔顺书写本课所学词语。 • writes the characters the of the Chinese words following their correct strokes and stroke orders. **词汇：**互联网、技术、数据、数码、电子时代、智能、信息、程序、保存、修改、密码、是否、高铁、允许、操作、受不了、网课、网络、网址、微信、线上、线下、输入、 日新月异、甚至、没法儿、离不开 **Vocabulary:** Internet, technology, data, digit, electronic era, intellectual power, message, procedure, to preserve, to modify, password, whether, high-speed railway, to permit, operate, cannot bear, online class, network, website address, online, offline, to enter, changing with passing days, even, most unlikely, be inseparable from	• 阅读对话 2-3 遍，复述或表演出来。 Guide the learner as he/she reads a dialogue 2 to 3 times, listen to him/her recite and watch them act it out in pairs/groups to ensure correct pronunciation and usage of words and grammar points learnt. • 脱口秀或者辩论赛，谈论技术对人们生活的影响。 Observe the learner as he/she participates in a talk show/ debate about the impact of new technologies on people's lives. • 根据课文内容判断正误。 Observe and gauge the learner's ability to read and understand a text about science and

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
拟世界区分开来，能够通过社交平台分享交流意见。 distinguish real life from the virtual world, and exchange opinions through social platforms. 5.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to science and technology. 6.阅读并理解对话及课文的大意。 read and understand the gist of dialogues and texts about science and technology.	**课文 Text** 1.听课文录音，分组讨论对话中的主要内容。 • listens to a text about science and technology and discusses in groups the main idea in the text. 2.听写课文中听到的重点词语。 • writes down the key Chinese words below as he/she hears them being dictated. **词汇：**成人、问候、回复、伙伴、无聊、下载、动画片、登录、设置、耳机、符号、资源、资料、获取、免费、空间、充电、充电器、未必、总之 **Vocabulary:** adult, greeting, reply, partner, boring, download, cartoon, login, set up, earphone, symbol, resource, obtain, free of charge, space, to charge, charger, may not, in a word **语法 Grammar** 连词成句。 • re-arranges the words and phrases that have the grammar points below to make sentences about	technology and make a judgement on whether the message is true/false. • 实际运用：用所学语法造句子。 Evaluate the learner's ability to use knowledge in new situations by asking him/her to use the grammar points learnt to construct new sentences about science and technology. • 运用所学词语和句型，写一篇手机对人们生活的影响的小短文。 Guide the learner to write a short essay about the impact of mobile phones on people's lives using the learned words and sentence patterns.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
7.正确掌握汉译英笔译长句。 understand and translate long sentences about science and technology from Chinese to English.	science and technology. 1.强调句（双重否定表强调）。 “没有……（就）不……” used to emphasise sentences (double negation expresses emphasis). 例句 Example：我们家没有不看电视的。 2.“是否” 副词，是不是，一般用于书面语。 The adverb “是否” means whether or not, usually used in written Chinese. 例句 Example：不过他这么小，不知道他是否能读懂。 3. “先……，然后……表示动作的先后顺序。 This structure indicates the sequence of a series of actions. 例句 Example：回家以后，我先做作业，然后吃饭。 **字与词 Chinese characters and words** 1.汉字组合 分组，并用汉字组词造句。 • in groups, uses Chinese characters from a text about science and technology and combines them to form sentences.	• 听音频，翻译相关词语。 Observe the learners as perform it in pairs. listen to an audio in Chinese about science and technology and interpret it in English. • 正确运用相关词汇及语法写一篇作文。 Guide the learner as he/she writes a composition about the impact of mobile phones on people’s lives using the appropriate words and grammar. • 阅读并理解与话题相关的诗歌，并分享各自的观点。 Evaluate the quality of learning through assessment of how the learner reads a poem related to science and technology and shares his ideas in response to it.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	2.附加式 使用适当的附加法来表达专业术语。 • uses the appropriate method of addition of Chinese words to express technical terms. 刀子　叉子　　读者　译者　科学化　绿化　艺术家　画家	
	口语练习　Oral exercise 说一说你身边的新科技并及时准确的给出反馈。 • talks about the new technologies around him/her to a classmate and listens to what the classmate says about the same and reacts relevantly, accurately and coherently.	
	写作　Writing 运用所学词语和句型，写一写手机对人们生活的影响。 • writes about the impact of mobile phones on people's lives using the words and sentence patterns learnt.	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	拓展阅读 Extended reading 《中国古代四大发明和现代新发明》 *Four great inventions in ancient China and new inventions in modern society* reads *Four great inventions in ancient China and new inventions in modern society* and shares his/her views on the main ideas with classmates.	
	翻译 Interpretation 汉译英笔译长句：运用谷歌翻译，并编辑以求最正确的翻译。 • translates long sentences about science and technology from Chinese to English using google translate and edits to produce the most correct version of the translation.	
	中国文学作品选读 Selected readings of Chinese literature • reads and analyses a poem in Chinese about science and technology and responds to questions about it.	

第三学期：（96 课时） Term Three: (Periods: 96)

主题 4:处理新情况 THEME 4: COPING WITH EMERGING ISSUES

话题 4.3 道德与价值观（24 课时）Topic 4.3 Morals and Values (Periods:24)

子话题 4.3.1 幸福无处不在 Sub-Topic 4.3.1 Happiness is everywhere

能力目标：学生能够对道德和价值观做出回应并提出建议。

Competency: The learner responds to and makes suggestions about morals and values.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use the relevant vocabulary and grammar about morals and values. 2.听懂本单元的对话及课文。 listen to and understand the dialogue and text about morals and values. 3.就话题进行交流和谈论，了解当	对话 Conversation 1.听并理解对话。 • listens to and understand a dialogue about morals and values. 2.理解对话中的重点词语。 • identifies the vocabulary in the dialogue and finds their meanings. 词汇：价值观、幸福、微笑、标准、羡慕、感觉、体会、比如、条件、穷、富、善良、高尚、单纯、优良、由于、在……看来、将来、发展、态度、优秀、全面、尊重、良好、品德、说不定、未必、知足常乐 Vocabulary: value, happiness, smile, standard, admire, to feel, to	• 写一篇关于自己社区道德与价值观的故事并给出自己的意见。 Guide the learner to write a story about the morals and values that their communities uphold and give their opinions assertively. • 遵循正确的步骤进行演讲：比较乌干达与中国传统美德。 Listen to the learner as he/she makes a short speech, and compares the virtues in Uganda with those of China.

代正确的道德与价值观，了解幸福的标准。 listen to and understand contemporary correct morality, identity, and the standard of happiness. 4.阅读并理解对话及课文的大意。 read and understand the gist of the dialogue and text about Morals and Values. 5.写一篇跟本单元话题相关的小短文。 write a short essay related to the topic about morals and Values 6.善于发现生活中的美，保持积极的心态对待生活。 discover and appreciate the beauty of life in a	experience, for example, condition, poor, rich, kind-hearted, noble, pure/simple, fine, due to, in someone's opinion, in the future, to develop, attitude, excellent, comprehensive, respect, well, morality, unsure, contentment brings happiness	Ensure he/she follows the correct steps of creating and presenting the speech and assertively expresses him/herself. • 写运用正确的语法写一写你家的家规。 Guage the learner's ability to use appropriate grammar and diction to write an essay about the rules in their families. • 运用正确的翻译方法翻译儒家思想的关键思想。 Observe and evaluate the learner's understanding of methods of translation from Chinese- English as he/she translates a text about Confucianism. • 学习中文歌《感恩的心》并注意语音语调。 Listen to learners as they sing a Chinese song titled "*Grateful*
	课文 Text 1.阅读所学词语，并正确书写。 • reads the words learnt and writes their characters correctly following the correct stroke order. 2.说一说关于道德和价值观的内容。 • talks about the content of morals and values. **词汇：**具备、勇气、乐趣、促使、坚固、事物、熟练、难免、寻找、舒适、义务、圆满、战胜、果实 **Vocabulary:** possess, courage, delight/pleasure, urge, firm/solid, affair, skilled/proficient, hard to avoid, seek, comfortable, duty, satisfactory, defeat, fruit/gains	
	语法 Grammar 使用所学的语法结构造句。 • uses the grammar structure below to construct correct sentences about morals and values.	

text about morals and values and discuss how to maintain a positive attitude towards life. 7.正确掌握汉译英笔译长句。 create long sentences about morals and values in Chinese and translate them into English.	1.等+VP/S-PP (的时候/以后) The pattern "等+VP/S-PP (的时候/以后)" is generally used in an expression put before the main clause to indicate the time when the action in the main clause takes place."就" suggests that there is still a length of time before something happens. In the main clause, we often use the words like "就、再、才" 例句 Example: 等做完作业以后，再去打球。 2."在……看来" 插入语，表示下文是发表意见或者表达看法。"在……看来" (in somebody's opinion) is a parenthesis, indicating what is to be followed is an opinion or idea. 例句 Example: 在我看来，比赛结果不是最重要的。 3."像" 表示列举 "像" indicates enumerate The verb "像" can be used to give examples, but it is different from "比如" and normally cannot be put at the end of a sentence. 例句 Example: 中国的大城市很多，像北京、上海、广州都是。 4."由于" 可做连词，表示原因，后面跟句子，一般用在复句的前一个分句中；也可做介词，表原因，后面跟名词性词语。	*heart*" and identify the moral values learnt focusing on the tones of the words used. • 阅读相关诗歌，注意停顿及重音，并谈论各自的看法。 Listen to the learner read a poem focusing on pause and stress, and guide him/her as he/she identifies the morals and values and encourage him/her to assertively give his/her opinion about them.

	"由于" can be used as a conjunction to indicate the reason for something, usually followed by a sentence and used in the first clause of a complex sentence; can also be used as a preposition indicating a reason, it's followed by a nominal phrase. 例句 Example: 由于种种原因，我们不得不改变原来的计划。 5."不是……而是……" 表示并列关系的关联词 "不是……而是……" is the conjunction indicating parallel. 例句 Example: 她不是一位护士，而是一名医生。	
	字与词 Chinese characters and words **小组讨论不同的构词法，并举例。** • in groups, discusses the different word formation methods and outlines more examples of reduplicated nouns and measure words. 1.构词法 word formation methods 2. 附加式 the method of attachment 刀子 叉子 读者 译者 科学化 绿化 艺术家 画家	
	口语练习 Oral exercise 谈一谈乌干达的传统美德，并跟	

	中国传统美德作比较。 • talks about the virtue in Uganda and compares it with China.	
	写作 Writing 写一写你家的家规。 • writes about morals and values in his/her family.	
	拓展阅读 Extended reading 《知足常乐》*Contentment is happiness* reads *Contentment is happiness* and shares his/her opinion.	
	翻译 Interpretation 阅读、了解儒家思想的关键思想，将其翻译成英文，并将其与乌干达传统信仰进行比较。 • reads, identifies the key thoughts of Confucianism and translates them into English and compares them to Ugandan traditional beliefs.	
	中国文学作品选读 Selected readings of Chinese literature • reads a poem, identifies the morals and values and gives his/her opinion about them.	

话题 4.4 人与自然（24 课时）Topic 4.4 Man and Animals (Periods: 24)

子话题 4.4.1 皇冠鸟与大熊猫 Sub-Topic 4.4.1 Crane and Giant Panda

能力目标：学生能够用中文谈论环境中人与动物的共存。

Competency: The learner talks about the co-existence of man and animals in the environment using Chinese language.

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use the relevant vocabulary and grammar about man and animals. 2.听懂本单元的对话及课文。 listen to and understand dialogues and texts about man and animals. 3.就话题进行交流和谈论，了解如何处理好人与自然的关系。 know and talk about how to handle the relationship between humanity and nature.	**对话 Conversation** 1.听并背诵对话。 • listens to and recites dialogues about man and animals. 2.注意对话中的重点词语，并书写汉字。 • identifies the following keywords in the dialogues and writes the Chinese characters. **词汇：**国宝、野生、风景、居住、树林、树叶、活泼、优雅、好动、调皮、好养、聪明、濒危、海洋、生态园、保护、饲养、栖息、皇冠鹤、习性、熊猫、抱、万一、大概、悠闲自在、无忧无虑、不慌不忙 **Vocabulary:** national treasure, wild, scenery, reside, woods/forest, leaves, lively/vivacious, graceful, active, naughty, easy to raise, smart, endanger, ocean, ecological garden, preserve, to rear, inhabit, crane, habits, panda, hug, in case, probably, leisurely and carefree, carefree, calm **课文 Text** 1.大声朗读课文，注意语音语调。 • reads aloud a given text about man and animals focusing on correct	• 听然后背诵对话。 Observe the learner as he/she attentively listens to, confidently recite and act out a dialogue about man and animals. • 使用学过的语法结构造句。 Guage the learner's ability to construct long sentences about man and animals using the grammar structures learnt. • 讨论人们的生活方式和行为如何影响环境，并引导学生正确表达。 Listen to the learners while they

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
4.讨论日常生活的点滴对环境的影响。 talk about the impact of daily life on the environment. 5.阅读并理解对话及课文的大意。 read and understand the gist of dialogues and texts about man and animals. 6.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to man and animals.	tones and intonation. 2.分小组讨论人对环境的影响（正面和负面）。 • in groups, discusses the impact of man on the environment (both positive and negative). **词汇：**自然、降温、改善、疗养、位于、土地、神秘、渐渐、睡着、肚子、尾巴、骨头、弱、伤害、看望、讲座、承担 **Vocabulary:** nature, drop in temperature, to improve, convalesce/recuperate, located, land, mysterious, gradually, to fall asleep, belly, tail, bone, weak, injure, visit, lecture, bear/undertake **语法 Grammar** 四人一组，使用所学语法点造句。 • in groups, constructs sentences about man and animals using each of the grammar points learnt. 1.动量补语 the action-measure complement 例句 Example：我去了一趟野生动物园。 2.多项定语 more attributives 例句 Example：大熊猫长着一双又大又黑的圆圆的眼睛。	discuss in Chinese how people's ways of life and behaviours have affected the environment and guide them on how to express themselves politely. • 分别说一说中国和乌干达的国宝及其不同。 Listen and gauge the learner's ability to describe China's national treasures in contrast to Uganda's. • 比较乌干达的野生动物与中国的野生动物，并展示二者之美。 Observe the learner as he makes comparisons

学习目标 **LEARNING OUTCOMES The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
7.能够通过自身的行为来保护自然。 Understand and use words in Chinese to protect the environment through one's behaviour. 8.能够正确掌握汉译英笔译长句。 know how to translate long sentences from Chinese to English.	3.万一……（就）……假设 Indicates hypothesis 例句 Example：万一这次考试失败了，就没有下一次机会了。 4.“……可见……”承接上文做出的判断 “……可见……” undertakes above making judgments 例句 Example：接连打了几次电话，可见情况十分紧急。	between Uganda's wildlife and China's paying attention to showing the beauty of both. • 用所学词语写一篇关于饲养动物经历的小短文。 Evaluate the learner's ability to use words and grammar points learnt to write a short narrative about an experience of raising animals. • 将《中国的国宝大熊猫》一文中至少 3 句话翻译成英文。 Observe and evaluate the learner's understanding of the sentences in
	字与词 Chinese characters and words **讨论不同的构词法并举例。** in groups, discusses the different word formation methods below and uses them to form words. • 1.构词法 word formation methods 2.缩减式 the reduction method 清华—清华大学 北大—北京大学	
	口语练习 Oral exercise 说一说大熊猫和皇冠鹤 talks about giant pandas and crested cranes.	
	写作 Writing 用所学词语写一篇关于饲养动物经历的小短文。 • writes a short narrative essay about	

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
	an experience of raising animals using the words learnt. **拓展阅读 Extended reading** 《绿色食品》 *Green Food* reads *Green Food* and shares his/her opinion. **翻译 Translation** 将《中国的国宝大熊猫》一文中的 3 个长句翻译成英文。 • translates sentences from the article *The National Treasure of China-Giant Panda* from Chinese to English. **中国文学作品选读 Selected readings of Chinese literature** • reads a poem about man and animals and highlights the main ideas.	Chinese- English and his/her ability to translate sentences from the text *The National Treasure of China-Giant Panda* from Chinese to English language. • 阅读相关诗歌，注意语音语调，并发表意见。 Listen for the gist of tone and intonation as the learner reads a poem about man and animals and ask him/her to give his/her opinion about it.

话题 4.4 时尚与潮流（24 课时）Topic 4.4 Trends in fashion

子话题 4.5.1 今年又流行中国红了 Sub-Topic 4.5.1 Red is the popular colour in China this year

能力目标：学生能够用中文谈论现代流行趋势和古代流行趋势。

COMPETENCY: The learner uses Chinese language to talk about the present and ancient trends in fashion.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about trends in fashion. 2.听懂本单元的对话及课文。 listen and understand dialogues and texts about trends in fashion. 3.就话题进行交流，了解当代社会时尚并发表自己的看法。 understand and talk about contemporary social fashion and exchange ideas. 4.阅读并理解对话及课文的大意。 read and understand the gist of dialogues and texts about trends in fashion.	**对话 Conversation** 听对话，背诵以下重要词语，注意声调。 • listens to a dialogue about trends in fashion, and recites the keywords paying attention to their tones. **词汇：**流行、时尚、发型、样子、化妆、打扮、难道、难怪、毕竟、赶、时髦、潮流、潮、大众、不合时宜、风靡一时、风格 **Vocabulary:** to be popular, fashion, hair-style, appearance, make-up, dress-up, giving force to a rhetorical question, no wonder, after all, follow, fashion, trend, the masses, inappropriate, be prevalent for the time being, style **课文 Text** 使用以下词语谈论当前的时尚趋势。 • talks about the current fashion trends using the given words. **词汇：**符合、尺寸、穿上、摆动、戴、布置、宝石蓝、单调、春季、夏季、秋季、冬季、淡、	• 听录音，写出关键词语。 Observe the learner's ability to listen to and understand the audio recording about trends in fashion and write notes on the key points. • 用所学语法点各造 3 个句子。 Evaluate learner's ability to use knowledge in new situations by asking him/her to analyse the grammar points learnt and use them to form sentences about fashion. • 写一写时尚对人们日常生活的影

5.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to trends in fashion. 6.了解现实生活中的时尚对人们生活带来的影响。 understand the impact of fashion on people in daily life. 了解并欣赏时尚色彩及其内蕴。 7. know and appreciate colours in fashion and their significance. 8.通过社交平台了解时尚潮流，提升自己的品味。 understand the fashion trends through social platforms and improve one's taste. 9.正确掌握汉译英笔译中的长句。 form long sentences in Chinese and translate them into English.	二手、寄、包裹、出口、地址、定、反而、规则、肥、抽奖 **Vocabulary:** accord with, size, to put on, swing, wear, arrange, precious stone colour, dull, spring, summer, autumn, winter, thin/light, second-hand, post, package, exit, address, decide, on the contrary, rule, fat, draw lottery ticket 运用以上词汇讨论不同国家的流行色及其内蕴。 • talks about popular colours worn in different countries and their significance using the vocabulary above. **语法 Grammar** 两人一组，找出以下语法点并造句。 • in pairs, identifies the grammar points and constructs sentences about fashion. 1.像+NP+一样 The construction "像+NP+一样" This construction is used in almost the same way as "像+NP+一样", which means to look like/to be like 例句 Example: 白云就像大海一样。 3.结构助词 "的" "得" （1）Structure particles"的、得" Particles "的" is used between the attributive modifier and the central word, and "的" is the indicator of an attributive.	响。 Guage learner's ability to write an article about the impact of fashion on people's daily life. • 对比乌干达和中国传统服饰。 Listen to the learner as he/she compares and contrasts the Ugandan and Chinese traditional wear respectfully. • 谈一谈自己对时尚的理解并说明原因。 Listen and gauge the learner's ability to talk about his/her choice of fashion and give reasons for the choice. • 对比中乌不同颜色的含义。 Listen to the learner as he/she compares the meanings of the

	例句 Example: 他的车坏了。 （2）particle “得” is used between the predicate verb or adjective, and the complement of state or degree, and “得” is the indicator complimeniement. 例句 Example: 我忙得很。 4.“难道” 用于肯定反问句，表示否定意思，用于否定反问句，表示肯定意思。 The adverb “难道” is used in positive rhetorical questions indicating negative meanings and in negative rhetorical questions indicating positive meanings. 例句 Example: 难道你没看短信？ 5.“毕竟”，副词，表示追根究底所得的结论。 “毕竟” is an adverb, indicating the conclusion obtained from a thorough investigation. 例句 Example: 再怎么吵，毕竟是她妈妈。	different colours in China to those of Uganda respectfully. • 用中文设计一张时装秀广告海报。 Evaluate the product from the learner's ability to bring knowledge learnt closer to real life by asking him/her to design a poster advertising a fashion show in Chinese. ● 听并理解关于时尚及潮流诗歌的大意。 Listen for the gist of tone and intonation as the learner reads a poem about trends in fashion and responds to tasks on it.
	字与词 Chinese characters and words 1.听写所学词语，注意笔顺。 • writes words learnt and pays attention to their strokes and stroke orders. 2.构词法 word formation methods 综合式 the composite method	

	办公室　借书证　出租车 电影院　外交官　明信片		
	口语练习 Oral exercise 谈谈时尚对人们日常生活的影响。 • gives a speech introducing the impact of fashion on people's daily life.		
	写作 Writing 用中文设计一张时装秀广告海报。 • designs a poster advertising a fashion show in Chinese.		
	拓展阅读 Extended reading 《中国人眼中的红与白》 *Red and white in Chinese people's eyes* • reads *Red and white in Chinese people's eyes* and shares the message with classmates.		
	翻译 Interpretation 1.阅读相关材料，了解不同颜色的含义并翻译。 • reads and understands the meaning of different colour words and translates them into English language. 2.阅读《中山装西服旗袍》一文，并将其中四个长句翻译成英文。 • reads a text titled "*Chinese tunic and suit and cheongsam*" and translates at least four long		

	sentences from Chinese language into English.	
	中国文学作品选读 Selected readings of Chinese literature • reads a poem about fashion and expresses his/her opinion about it.	

话题 4.6 理想与个人发展（24 课时）Topic 4.6 Ideals and Personal Development (Periods: 24)

子话题 4.6.1 毕业季，让我欢喜让我忧　Sub-Topic 4.6.1 Graduation season makes me both happy and worried

能力目标：学生能够规划自己未来的发展。

COMPETENCY: The learner plans his/her future development.

学习目标 **LEARNING OUTCOMES** **The learner should be able to**	话题任务 **SUGGESTED LEARNING ACTIVITIES** **The learner**	评估建议 **SAMPLE ASSESSMENT STRATEGIES**
1.掌握本单元生词及语法。 understand and use relevant vocabulary and grammar about ideals and personal development. 2.听懂本单元的对话及课文。 listen to and understand dialogues and texts about ideals and personal development.	**对话 Conversation** 阅读对话，学习新词语、短语和句子。 • reads a dialogue about ideals and personal development and identifies the new words, phrases and sentences. **词汇：**毕业、本科、研究生、奖金、奖学金、职业、行业、待遇、机遇、职业学校、理想、梦想、专业、兴奋、舍不得、成功、失败、留学、来得及/来不及、看来、究竟、为了	• 与同学分享个人职业规划。 Observe and listen to the learner as he/she shares their future development plans in Chinese with their classmates using vocabulary and grammar learnt. • 辩论：如何才

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3.就话题进行交流，谈论自己的理想与职业规划。 talk about their own dreams and career plans. 4.阅读并理解对话及课文的大意。 read and understand the gist of dialogues and texts about ideals and personal development. 5.写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to ideals and personal development. 6.树立正确且能实现的理想。 set achievable goals based on socially acceptable standards.	**Vocabulary:** to graduate, undergraduate, postgraduate, bonus, scholarship, vocation, industry/trade, treatment, opportunity, vocational school, ideal, dream, major, be excited, reluctant, to success, to fail, to study abroad, there is still time(to do things)/there is no time, apparently, exactly, in order to… **课文 Text** 注意文中重点词语的含义。 • reads a text about ideals and personal development and identifies the meanings of the vocabulary in context. **词汇：**假如、或许、独立、独自、加入、固定、对于、健身、发挥、奋斗、从此、充分、摆脱、打败、承认、吃惊、得意 **Vocabulary:** in case/if, perhaps, independent, alone, join, fixed, with regard to/concerning, keep fit with exercise, elaborate, struggle, from now on, full, break away from, defeat, admit, shocked, be proud of **语法 Grammar** 1.使用相关语法结构造句。 • uses sentence structures to construct correct sentences and	能获得成功？ Listen to the learner as he/she debates about the ideas to success using appropriate vocabulary and grammar in Chinese fluently. • 观看有关职业选择的视频，讨论并评估他们的职业选择。 Guage the learner's ability to critically watch a video about choosing a career and discuss and evaluate their career choices in Chinese. • 写一写你的梦想。 Evaluate and gauge the

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7.正确掌握汉译英笔译长句。 form sentences about ideals and personal development and translate them from Chinese to English.	phrases about personal development goals and strategies. 2.使用以下语法点： （1）助动词“会”用在句中表示可能，通常用于未发生的事件。 The auxiliary verb “会” is used in a sentence to indicate the possibility, usually referring to something that has not happened. 例句 Example: 你穿得那么少，会感冒的。 （2）疑问代词表示任指 interrogative pronouns of general denotation When used in declarative sentences, the interrogative pronouns “谁，什么，哪儿” and “怎么” denote “any person or thing without exception”. the adverbs “都”and “也” are commonly used with them. 例句 Example: 想什么时候给我打电话就什么时候打。 （3）（没）有什么（好）……的 The structure is often employed to indicate whether or not there is any relationship between the subject and the noun or pronoun.	learner’s ability to write a composition about their dream in life correctly using the grammar points and words learnt. • 《只要功夫深，铁杵磨成针》找出五个长句并翻译。 Observe and evaluate the learner’s understanding of the sentences in Chinese- English as he/she translates sentences from the text *As long as you work hard enough, an iron pestle can be ground down to a needle*.

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	例句 Example: 考试有什么好紧张的！ （4）“究竟”副词，用在疑问句或者带疑问词的非疑问句里，表示追究，加强疑问语气，多用于书面语。主语如果是疑问代词，“究竟”只能放在主语前。 The adverb “究竟” is used in an interrogative sentence or a sentence with an interrogative word to indicate inquiry and strengthen the interrogative mood. It is often used in written Chinese. If the subject of the sentence is an interrogative pronoun. “究竟” can only be put before it. 例句 Example: 究竟是哪个季节去丽江旅游比较好呢？ （5）“为了”，介词，用在句中表目的 The preposition “为了” indicates “purpose” 例句 Example: 为了能考好，他每天学习到很晚。 “极了” （6）“......极了”表达最高程度，“极了” used to indicate the degree In Chinese, the superlative degree can be expressed using “adj/mental	• 阅读并理解关于理想与职业规划的诗歌，表达自己的观点。 Evaluate the quality of learning through assessment of how the learner reads a poem related to ideals and personal development and shares his ideas in response to it.

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	verb+极了". 例句 Example: 他满意极了。	
	字与词 Chinese characters and words 区别多音多义字 • distinguishes the characters with multiple pronunciations and meanings, for example; 还有 还想 还书 还贷款	
	口语练习 Oral exercise 与同学分享个人职业规划。 • shares personal future development plans with his/her classmates using the words, phrases and sentences learnt.	
	写作 Writing 写一写你的梦想。 • writes a descriptive composition about his/her dream.	
	拓展阅读 Extended reading 《中国人成功的秘诀》*The secret of success* • reads *The secret of success* and talks about lessons learnt.	

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	翻译 Translation 《只要功夫深，铁杵磨成针》找出五个长句并翻译。 • translates a paragraph from the text *As long as you work hard enough, an iron pestle can be ground down to a needle* from Chinese to English.	
	中国文学作品选读 Selected readings of Chinese literature • reads a poem related to ideals and personal development and expresses his/her opinion about it.	

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《HSK3 级词汇表》HSK3 vocabulary lists.
《HSK4 级词汇表》HSK4 vocabulary lists

Appendices

附录 1 Appendix I: 中学 5 年级汉字表 Characters for Senior 5

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
1	按	àn	按时
2	把	bǎ	把
3	搬	bān	搬家
4	保	bǎo	保护
5	被	bèi	被
6	币	bì	人民币
7	标	biāo	标准
8	并	bìng	并且
9	播	bō	播放
10	补	bǔ	补充
11	布	bù	布
12	步	bù	进步
13	材	cái	教材
14	采	cǎi	采取
15	彩	cǎi	彩色
16	曾	céng	曾经
17	察	chá	警察
18	产	chǎn	产生
19	厂	chǎng	厂
20	朝	cháo	朝

21	吵	chǎo	吵架
22	衬	chèn	衬衫
23	城	chéng	长城
24	程	chéng	程度
25	持	chí	支持
26	充	chōng	充满
27	初	chū	初赛
28	除	chú	除了
29	础	chǔ	基础
30	传	chuán	传统
31	创	chuàng	创新
32	此	cǐ	此外
33	村	cūn	农村
34	存	cún	存在
35	达	dá	达到
36	代	dài	古代
37	待	dài	对待
38	刀	dāo	刀
39	导	dǎo	导演
40	底	dǐ	到底
41	调	diào	调查
42	订	dìng	订
43	断	duàn	不断
44	顿	dùn	顿

45	烦	fán	麻烦
46	反	fǎn	反对
47	范	fàn	规范
48	防	fáng	防
49	访	fǎng	访问
50	啡	fēi	咖啡
51	费	fèi	费用
52	丰	fēng	丰富
53	否	fǒu	否则
54	夫	fū	大夫
55	福	fú	幸福
56	父	fù	父母
57	付	fù	支付
58	负	fù	负担
59	富	fù	财富
60	概	gài	大概
61	赶	gǎn	赶紧
62	敢	gǎn	敢
63	格	gé	价格
64	各	gè	各位
65	根	gēn	根本
66	功	gōng	成功
67	姑	gū	姑娘
68	古	gǔ	古代

69	挂	guà	挂
70	怪	guài	奇怪
71	管	guǎn	管理
72	光	guāng	不光
73	规	guī	规定
74	哈	hā	哈哈
75	害	hài	危害
76	何	hé	任何
77	互	hù	互相
78	华	huá	华人
79	化	huà	变化
80	环	huán	环境
81	婚	hūn	结婚
82	积	jī	面积
83	基	jī	基础
84	及	jí	普及
85	极	jí	极了
86	集	jí	集体
87	纪	jì	纪念品
88	技	jì	科技
89	济	jì	经济
90	继	jì	继续
91	价	jià	票价
92	架	jià	吵架

93	坚	jiān	坚持
94	简	jiǎn	简单
95	建	jiàn	建议
96	将	jiāng	将近
97	蕉	jiāo	香蕉
98	较	jiào	比较
99	解	jiě	解开
100	界	jiè	世界
101	金	jīn	金牌
102	仅	jǐn	不仅
103	紧	jǐn	紧张
104	尽	jǐn	尽量
105	精	jīng	精彩
106	景	jǐng	风景
107	警	jǐng	警察
108	境	jìng	环境
109	旧	jiù	旧
110	救	jiù	救
111	具	jù	家具
112	剧	jù	剧场
113	据	jù	据说
114	决	jué	决赛
115	绝	jué	绝对
116	咖	kā	咖啡

117	恐	kǒng	恐怕
118	苦	kǔ	痛苦
119	裤	kù	短裤
120	况	kuàng	情况
121	困	kùn	困难
122	浪	làng	浪费
123	类	lèi	类似
124	李	lǐ	行李
125	历	lì	经历
126	立	lì	成立
127	丽	lì	美丽
128	连	lián	连忙
129	联	lián	联合
130	烈	liè	强烈
131	领	lǐng	带领
132	另	lìng	另一方面
133	龙	lóng	龙
134	录	lù	记录
135	乱	luàn	乱
136	落	luò	落后
137	麻	má	麻烦
138	冒	mào	感冒
139	媒	méi	媒体
140	每	měi	每

141	美	měi	美丽
142	迷	mí	球迷
143	民	mín	民乐
144	命	mìng	生命
145	某	mǒu	某
146	母	mǔ	父母
147	木	mù	木头
148	内	nèi	内容
149	念	niàn	纪念品
150	娘	niáng	姑娘
151	农	nóng	农业
152	暖	nuǎn	暖和
153	拍	pāi	拍
154	牌	pái	牌子
155	派	pài	派出所
156	判	pàn	判断
157	胖	pàng	长胖
158	配	pèi	配合
159	批	pī	批准
160	皮	pí	皮包
161	啤	pí	啤酒
162	品	pǐn	食品
163	评	píng	评价
164	苹	píng	苹果

165	破	pò	打破
166	齐	qí	整齐
167	奇	qí	奇怪
168	器	qì	机器
169	强	qiáng	强大
170	桥	qiáo	桥
171	巧	qiǎo	巧
172	切	qiè	亲切
173	亲	qīn	母亲
174	庆	qìng	庆祝
175	区	qū	地区
176	缺	quē	缺点
177	裙	qún	裙子
178	群	qún	人群
179	任	rèn	任务
180	仍	réng	仍然
181	容	róng	容易
182	赛	sài	比赛
183	散	sàn	散步
184	沙	shā	沙发
185	衫	shān	衬衫
186	善	shàn	完善
187	伤	shāng	受伤
188	设	shè	设计

189	社	shè	社会
190	深	shēn	深刻
191	神	shén	精神
192	升	shēng	上升
193	胜	shèng	胜利
194	失	shī	失物招领
195	石	shí	石头
196	始	shǐ	始终
197	世	shì	世界
198	式	shì	形式
199	似	sì	相似
200	势	shì	优势
201	首	shǒu	首都
202	输	shū	输
203	属	shǔ	家属
204	术	shù	美术
205	双	shuāng	双方
206	死	sǐ	死
207	速	sù	速度
208	台	tái	电视台
209	谈	tán	谈判
210	汤	tāng	汤
211	糖	táng	糖
212	甜	tián	甜

213	跳	tiào	跳高
214	痛	tòng	痛苦
215	突	tū	突然
216	土	tǔ	土（名）
217	团	tuán	团体
218	退	tuì	退出
219	望	wàng	看望
220	危	wēi	危险
221	围	wéi	范围
222	伟	wěi	伟大
223	卫	wèi	卫生间
224	握	wò	把握
225	屋	wū	房屋
226	武	wǔ	武术
227	舞	wǔ	舞台
228	误	wù	错误
229	希	xī	希望
230	戏	xì	游戏
231	显	xiǎn	明显
232	险	xiǎn	保险
233	线	xiàn	路线
234	乡	xiāng	家乡
235	香	xiāng	香蕉
236	箱	xiāng	邮箱

237	象	xiàng	对象
238	消	xiāo	消失
239	效	xiào	效果
240	形	xíng	形式
241	幸	xìng	幸福
242	性	xìng	性别
243	修	xiū	选修课
244	需	xū	需求
245	续	xù	持续
246	宣	xuān	宣布
247	血	xiě	血
248	训	xùn	训练
249	压	yā	压力
250	烟	yān	烟
251	演	yǎn	表演
252	验	yàn	试验
253	羊	yáng	羊
254	义	yì	意义
255	艺	yì	艺术
256	议	yì	建议
257	易	yì	交易
258	营	yíng	营养
259	赢	yíng	赢
260	泳	yǒng	游泳

261	优	yōu	优势
262	邮	yóu	电子邮件
263	预	yù	天气预报
264	员	yuán	队员
265	约	yuē	大约
266	杂	zá	杂志
267	造	zào	制造
268	责	zé	责任
269	增	zēng	增长
270	展	zhǎn	发展
271	张	zhāng	紧张
272	章	zhāng	文章
273	争	zhēng	争取
274	整	zhěng	整理
275	证	zhèng	保证
276	支	zhī	支持
277	汁	zhī	果汁
278	值	zhí	价值
279	职	zhí	职工
280	止	zhǐ	防止
281	指	zhǐ	指出
282	至	zhì	至少
283	志	zhì	志愿者
284	制	zhì	制定

285	终	zhōng	终于
286	种	zhǒng	种子
287	众	zhòng	观众
288	猪	zhū	猪
289	注	zhù	注意
290	祝	zhù	庆祝
291	抓	zhuā	抓住
292	专	zhuān	专业
293	转	zhuǎn	转变
294	状	zhuàng	状况
295	追	zhuī	追
296	资	zī	资金
297	总	zǒng	总是
298	足	zú	足球
299	族	zú	中华民族

附录 2 Appendix II：词性对照表 Abbreviations of Part of Speech

Part of Speech	英文简称 Abbreviation	词性 Part of Speech	英文简称 Abbreviation
名词	n.	副词	adv.
动词	v.	介词	prep.
形容词	adj.	连词	conj.
代词	pron.	助词	part.
数词	num.	叹词	int.

量词	**m.**	习惯用语	idiom
数量词	num.-m.	前缀	pref.
能愿动词	mod.	后缀	suf.

附录 3 Appendix III：中学五年级词语表 Vocabulary for Senior 5

词语 Word / Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
		A	
矮	ǎi	adj.	short
爱好	àihào	n.	hobby; interest
爱心	àixīn	n.	compassion; love; kindness
安排	ānpái	n.	arrangement; plan
安全	ānquán	adj.	safe; secure
按时	ànshí	adv.	on time; on schedule
按照	ànzhào	prep.	according to
		B	
把	bǎ	m.	for things with a handle
把握	bǎwò	n.	assurance; certainly
白菜	báicài	n.	Chinese cabbage
百分之	bǎifēnzhī	n.	percent
班	bān	n.	class
搬	bān	v.	to take away; to remove
搬家	bānjiā	v.	move
办理	bànlǐ	v.	to handle; to conduct

半边天	bànbiāntiān	n.	half the sky
帮忙	bāngmáng	v.	to help
包括	bāokuò	v.	to include
保护	bǎohù	n.	Protection; conservation
		v.	to protect
保险	bǎoxiǎn	v.	insure
		n.	insurance
保证	bǎozhèng	v.	guarantee
报案	bàoàn	v.	file a complaint; police
报名	bàomíng	v.	to register; to enroll
北方	běifāng	n.	north; northern part
被	bèi	prep.	used in a passive structure
被子	bèizi	n.	quilt
本来	běnlái	adv.	original; supposed; at first
本领	běnlǐng	n.	skill; ability; capability
比较	bǐjiào	v.	to compare; to contrast
		adv.	fairly; comparatively
比赛	bǐsài	n.	match; competition
笔记本（电脑）	bǐjìběn（diànnǎo）	n.	notebook; laptop
变化	biànhuà	n.	change
标准	biāozhǔn	n.	standard
表达	biǎodá	v.	to express; to convey
表现	biǎoxiàn	n.	expression; performance
		v.	to show; to manifest
表演	biǎoyǎn	n.	performance
		v.	to perform
表扬	biǎoyáng	v.	to praise; to commend

并（副、连）	bìng（fù, lián）	adv.	side by side; equally
		conj.	and; besides
并且	bìngqiě	conj.	and; besides
播出	bōchū	v.	to broadcast; to air
播放	bōfàng	v.	to broadcast; to transmit
补	bǔ	v.	to mend; to repair
补充	bǔchōng	v.	to replenish to supplement
不必	búbì	adv.	need not; doesn't have to
不但……，而且……	búdàn..., érqiě...	conj.	not only...but also…
不得不	bùděibù	adv.	cannot but; have to
不断	búduàn	v.	not stop; to continue
不光	bùguāng	adv.	not the only one
		conj.	not only
不仅	bùjǐn	conj.	cooperatively with 而且, 也 or 还
		adv.	not only (this one)
不论	búlùn	v.	no matter what; whatever
不如	bùrú	v.	not equal to; not as good as; it would be better to
布	bù	n.	cloth
		v.	to announce
步	bù	n.	step; pace
		v.	to walk; go on foot
C			
采取	cǎiqǔ	v.	to adopt; to take
采用	cǎiyòng	v.	to adopt; to use
彩色	cǎisè	n.	multicoloured; colour
菜单	càidān	n.	menu

餐厅	cāntīng	n.	restaurant; dining room
曾经	céngjīng	adv.	once; ever; previously
产生	chǎnshēng	v.	to produce; to bring about
厂	chǎng	n.	factory
超级	chāojí	adv.	super; ultra; hyper
朝	cháo	prep.	facing; towards
吵架	chǎojià	v.	to quarrel
衬衫	chènshān	n.	shirt
长城	Chángchéng	n.	the Great Wall
长江	Chángjiāng	n.	Yangtze River
长期	chángqī	n.	long term; long time
成就	chéngjiù	n.	accomplishment; success
成立	chénglì	v.	found; establish
程度	chéngdù	n.	level; extent; degree
持续	chíxù	v.	to continue; to persist
充满	chōngmǎn	v.	to fill
初步	chūbù	adj.	initial; preliminary
初赛	chūsài	n.	preliminary
初一	chūyī	n.	7th grade; the first day the of lunar month
除了	chúle	prep.	except; besides
穿	chuān	v.	to wear; to put on; to dress
传播	chuánbō	v.	spread
传统	chuántǒng	n.	tradition
		adj.	traditional
		v.	to bring forth new ideas

创新	chuàngxīn	n.	innovation
创业	chuàngyè	v.	to begin an undertaking do pioneering work
创造	chuàngzào	v.	to create; to produce
创作	chuàngzuò	v.	to create; to write
		n.	creative work; creation
春节	chūnjié	n.	Spring Festival
春天	chūntiān	n.	spring
词典	cídiǎn	n.	dictionary
从	cóng	prep.	from; through; via
村	cūn	n.	village
存	cún	v.	exist; keep
存在	cúnzài	v.	exist; be
		n.	existence
错误	cuòwù	n.	mistake; error
		adj.	wrong; mistaken
D			
达到	dádào	v.	to reach; to achieve
打破	dǎpò	v.	to break; to smash
打算	dǎsuàn	n.	plan
		v.	to intend
大夫	dàifu	n.	doctor
大概	dàgài	adv.	generally; briefly
大约	dàyuē	adv.	approximately; probably
代	dài	v.	to take the place of
		n.	period
代表	dàibiǎo	v.	to represent; to stand in for deputies
代表团	dàibiǎotuán	n.	delegation

带	dài	v.	to take along; to bring
带领	dàilǐng	v.	to guide; to lead
弹吉他	tánjítā	v.	to play the guitar
蛋糕	dàngāo	n.	cake
当然	dāngrán	adv.	of course
刀	dāo	n.	knife
导演	dǎoyǎn	n.	director
导游	dǎoyóu	n.	guide
到达	dàodá	v.	to reach; to arrive
到底	dàodǐ	adv.	to the end; finally
等待	děngdài	v.	to wait; await
底下	dǐxiɑ	n.	under; below
地理	dìlǐ	n.	geography
地区	dìqū	n.	area; district
地位	dìwèi	n.	status; position
调查	diàochá	v.	to inquire
点菜	diǎncài	v.	to order dishes
电视台	diànshìtái	n.	television station
电台	diàntái	n.	broadcasting station
电子邮件	diànzǐ yóujiàn	n.	e-mail
顶	dǐng	v.	to carry on the head
订	dìng	v.	to conclude; to subscribe
定期	dìngqī	adv.	regular
冬天	dōngtiān	n.	winter

肚子	dùzi	n.	tripe
度	dù	n.	degree
短裤	duǎnkù	n.	shorts
断	duàn	v.	to break; to cut off
队员	duìyuán	n.	team member
对……感兴趣	duì...gǎnxìngqù		be interested in...
对……来说	duì...láishuō		as for...
对待	duìdài	v.	to treat
对象	duìxiàng	n.	target; object
顿	dùn	m.	indicating frequency
		F	
发达	fādá	adj.	developed
发明	fāmíng	v.	to invent
		n.	invention
发展	fāzhǎn	v.	to develop; to grow
反对	fǎnduì	v.	to oppose; be against
反复	fǎnfù	adv.	repeatedly; again and again
反应	fǎnyìng	n.	response; reaction
反正	fǎnzhèng	adv.	in any case; at any rate; anyway
饭馆	fànguǎn	n.	restaurant
范围	fànwéi	n.	limits; scope; range
方式	fāngshì	n.	way; fashion; manner
防	fáng	v.	guard against
防止	fángzhǐ	v.	to prevent; to guard against

房东	fángdōng	n.	landlord
房屋	fángwū	n.	house
房租	fángzū	n.	rent for a room or house
访问	fǎngwèn	v.	to visit; to call on
放	fàng	v.	to put; to place; to release
放假	fàngjià	v.	to have a holiday
费	fèi	v.	cost
		n.	fee; expense
费用	fèiyòng	n.	cost; expenses
分组	fēnzǔ	v.	to divide into groups
丰富	fēngfù	adj.	rich; abundant
		v.	to enrich
风景	fēngjǐng	n.	scenery; landscape
风险	fēngxiǎn	n.	risk; hazard
否定	fǒudìng	v.	to negate; to deny; to reject
否认	fǒurèn	v.	to deny
否则	fǒuzé	conj.	if not; otherwise; or else
服装	fúzhuāng	n.	dress; clothing; costume
父母	fùmǔ	n.	father and mother
付	fù	v.	to pay
复杂	fùzá	adj.	complicated; complex
G			
赶紧	gǎnjǐn	adv.	hurriedly; without delay
敢	gǎn	v.	to dare
		adj.	brave
感动	gǎndòng	v.	to move (sb.)
		adj.	moving

感冒	gǎnmào	v.	to catch a cold
感谢	gǎnxiè	n.	grateful; thankful
		v.	thanks
干杯	gānbēi	v.	to drink a toast; Cheers!
刚才	gāngcái	n.	just now
个子	gèzi	n.	height; stature
各	gè	pron.	all; every; each
各地	gèdì	n.	in all parts of (a country) various regions
各位	gèwèi	pron.	everybody; everyone
各种	gèzhǒng	n.	all kinds of
各自	gèzì	pron.	each; everyone; individual
根本	gēnběn	adj.	basic; fundamental
更加	gèngjiā	adv.	more; even more
工程师	gōngchéngsh ī	n.	engineer
工具	gōngjù	n.	tool; instrument
公平	gōngpíng	adj.	fair; impartial
孤独	gūdú	adj.	lonely; solitary
姑娘	gūni ɑ ng	n.	girl
古	gǔ	n.	ancient times
		adj.	ancient; age-old
古代	gǔdài	n.	ancient times
挂	guà	v.	to hang; to register
观众	guānzhòng	n.	audience
管	guǎn	v.	manage; run; control
		n.	tube

规定	guīdìng	n.	rule
		v.	stipulate; provide
规范	guīfàn	n.	standard; norm
国内	guó nèi	n.	internal; domestic
国庆	guóqìng	n.	National Day
果然	guǒrán	adv.	really; as expected
果汁	guǒzhī	n.	juice
		H	
哈哈	hāhā	n.	joke; fun
还	huán	v.	to return
害怕	hàipà	v.	be afraid; be scared
行李	xíngli	n.	luggage
好吃	hǎochī	adj.	delicious
好奇	hàoqí	adj.	inquisitive; curious
好像	hǎoxiàng	v.	as if; to seem like
合格	hégé	adj.	qualified
合作	hézuò	v.	to cooperate
河	hé	n.	river
红茶	hóngchá	n.	black tea
红酒	hóngjiǔ	n.	red wine
后果	hòuguǒ	n.	consequences
后年	hòunián	n.	the year after next
互相	hùxiāng	adv.	mutually
华人	huárén	n.	Chinese
化（现代	huà（xiàndà	v.	-ize(modernize)

化）	ihuà)		
话剧	huà jù	n.	modern drama
话题	huàtí	n.	topic
欢乐	huānlè	adj.	happy; joyous
环	huán	n.	ring; link
环保	huánbǎo	n.	environmental protection
环境	huánjìng	n.	environment
黄河	huánghé	n.	Yellow River
会议	huìyì	n.	meeting; conference
会员	huìyuán	n.	member
活	huó	v.	live
		adj.	alive
火（名）	huǒ (míng)	n.	fire
或者	huòzhě	conj.	or
		J	
机会	jīhuì	n.	opportunity
机器	jīqì	n.	machine
积极	jījí	adj.	positive; active
基本	jīběn	adj.	basically
基本上	jīběn shɑ n g	adv.	basically
基础	jīchǔ	n.	foundation; base
及时	jíshí	adj.	timely; in time
极了	jíle		extremely
集体	jítǐ	n.	collective; a group

集中	jízhōng	v.	to concentrate; to focus
计算	jìsuàn	v.	to count; to calculate
记录	jìlù	n.	notes; record
		v.	take notes
纪录	jìlù	n.	record
纪念	jìniàn	v.	to commemorate
纪念品	jìniànpǐn	n.	souvenir
既……，又……	jì..., yòu...	conj.	both... and...
既然……，也/还	jìrán..., yě /hái	conj.	since; as; now that
继续	jìxù	v.	to continue; to go on with
加工	jiāgōng	v.	to process; processing
加快	jiākuài	v.	to accelerate; to speed up
加强	jiāqiáng	v.	to strengthen; to enhance; to reinforced
家具	jiājù	n.	furniture
家属	jiāshǔ	n.	family members
家乡	jiāxiāng	n.	hometown
价格	jiàgé	n.	price
价钱	jiàqi ɑ n	n.	price
价值	jiàzhí	n.	value
架	jià	n.	frame; rack; shelf; stand
坚持	jiānchí	v.	to persevere with; to persist in
坚决	jiānjué	adj.	firm; resolute; determined
坚强	jiānqiáng	adj.	strong; firm
		v.	to strengthen

检查	jiǎnchá	v.	to check; to examine
减肥	jiǎnféi	v.	to lose weight
简单	jiǎndān	adj.	simple
简直	jiǎnzhí	adj.	simply; at all; practically
建	jiàn	v.	to establish; to found
建成	jiànchéng	v.	to establish; to build
建立	jiànlì	v.	to establish; to found
建设	jiànshè	v.	to build; to construct
建议	jiànyì	n.	advice
		v.	to advise
将近	jiāngjìn	adv.	nearly; almost
交费	jiāofèi	v.	to pay a fee
交警	jiāojǐng	n.	traffic police
交流	jiāoliú	v.	to exchange
交往	jiāowǎng	v.	to associate; to contact
交易	jiāoyì	n.	business; deal; trade
叫（介）	jiào（jiè）	prep.	By (indicates agent in the passive mood)
较	jiào	adv.	comparatively
教材	jiàocái	n.	teaching material
教练	jiàoliàn	n.	coach; trainer
接待	jiēdài	v.	to receive; to admit
接近	jiējìn	v.	to approach; to get close to
节日	jiérì	n.	festival
节约	jiéyuē	v.	to economic; to conserve
结合	jiéhé	v.	to combine; to link

结婚	jiéhūn	v.	to marry; to get married
结实	jiēshi	adj.	rugged; sturdy; strong
结束	jiéshù	v.	to finish; to end
解开	jiěkāi	v.	to unite; to undo
借	jiè	v.	to borrow; to lend
金	jīn	n.	metals
金牌	jīnpái	n.	gold medal
仅	jǐn	adv.	barely; only; merely
仅仅	jǐnjǐn	adv.	barely; only; merely
紧	jǐn	adj.	tight; strict
紧急	jǐnjí	adj.	urgent; emergency
紧张	jǐnzhāng	adj.	nervous; intense
尽量	jǐnliàng	adv.	to the best of one's ability
进步	jìnbù	v.	to improve; to progress
进一步	jìnyíbù	adv.	further
进展	jìnzhǎn	v.	to make headway
近期	jìnqī	n.	in the near future
经济	jīngjì	n.	economy
经历	jīnglì	n.	experience
		v.	to experience
经营	jīngyíng	v.	to engage in; to run
精彩	jīngcǎi	adj.	brilliant; wonderful
景色	jǐngsè	n.	scenery; view
警察	jǐngchá	n.	police
静	jìng	adj.	still; calm; quiet

久	jiǔ	adj.	(long)time
旧	jiù	adj.	past; old; former
救	jiù	v.	to save; to assist
就是	jiùshì	adv.	precisely; exactly
就业	jiùyè	v.	to get a job; employment
举办	jǔbàn	v.	to conduct; to hold
具体	jùtǐ	adj.	concrete; definite; specific
具有	jùyǒu	v.	to have; to possess
剧场	jùchǎng	n.	theatre
据说	jùshuō	v.	it is said that; reportedly
捐助	juānzhù	v.	contribute
决定	juédìng	n.	decision
		v.	decide; resolve
决赛	juésài	n.	final
决心	juéxīn	v.	make up one's mind
		n.	determination; resolution
绝对	juéduì	adv.	absolutely
		K	
咖啡	kāfēi	n.	coffee
开发	kāifā	v.	pay; distribute
开放	kāifàng	v.	to open; to be open
开始	kāishǐ	v.	to begin; to start
开业	kāiyè	v.	to open a business
开展	kāizhǎn	v.	to develop; to launch
看法	kànfǎ	n.	view; opinion

看起来	kàn qǐ lái	adv.	seemingly; apparently
看上去	kàn shàng q ù	adv.	it would appear
看望	kànwàng	v.	to visit
考验	kǎoyàn	v.	to test
科技	kējì	n.	science and technology
科目	kēmù	n.	course
咳嗽	késòu	v.	to cough
可靠	kěkào	adj.	reliable
可乐	kělè	n.	coke
克服	kèfú	v.	to conquer; to put up with
客观	kèguān	adj.	objective; impartial
客人	kèrén	n.	customer; guest
课	kè	n.	lesson; class
课程	kèchéng	n.	course; academic program
空	kōng	adj.	empty
空儿	kòngr	n.	spare time
空调	kōngtiáo	n.	air conditioner
裤子	kùzi	n.	pants
夸奖	kuājiǎng	v.	to praise; to applaud
快速	kuàisù	adj.	fast; high-speed; rapid
困	kùn	adj.	tired; weary
困难	kùnnɑn	adj.	difficult
		n.	difficulty
L			
		v.	waste

浪费	làngfèi	adj	wasteful
老百姓	lǎobáixìng	n.	ordinary people; people
老板	lǎobǎn	n.	boss
老太太	lǎotàitai	n.	elderly lady(respectful)
老头儿	lǎotóur	n.	old man
乐	lè	n.	pleasure
乐观	lèguān	adj.	optimistic; hopeful
乐于助人	lèyú zhùrén	idiom.	be ready to help others
了	le		particle
类	lèi	n.	kind; type
类似	lèisì	v.	similar
冷饮	lěngyǐn	n.	cold drink; cooler
离婚	líhūn	v.	to divorce
离开	líkāi	v.	to leave; to part with
礼物	lǐwù	n.	gift present
里面	lǐmiàn	n.	inside
理发	lǐfà	v.	get a haircut; give somebody a haircut
理解	lǐjiě	v.	to understand
理论	lǐlùn	n.	theory; principle
		v.	to argue; to debate
理由	lǐyóu	n.	reason; ground
力	lì	n.	power; force
力量	lìliàng	n.	physical strength
立刻	lìkè	adv.	immediately; at once
利用	lìyòng	v.	to use; to exploit

连	lián	v.	to link
		prep.	including; even
连忙	liánmáng	adv.	hastily; at once; promptly
连续	liánxù	adv.	continuous; in a row
连续剧	liánxùjù	n.	serial drama
联合	liánhé	v.	unite
联合国	liánhéguó	n.	the United Nations
凉水	liángshuǐ	n.	cool water; normal water
零下	língxià	n.	minus
领	lǐng	n.	neck; outline
		v.	lead; receive; take
领导	lǐngdǎo	n.	leadership; leader
		v.	to lead
领先	lǐngxiān	v.	to lead; to be in front
另一方面	lìng yìfāng miàn		on the other hand
留学	liúxué	v.	to study abroad
龙	lóng	n.	dragon
录	lù	n.	record
录音	lùyīn	n.	sound-recording
		v.	to record(sound)
路线	lùxiàn	n.	route
落后	luòhòu	v.	be (or fall, lag) behind
		adj.	backward
旅馆	lǚguǎn	n.	hotel
旅行社	lǚxíngshè	n.	travel agency
绿茶	lǜchá	n.	green tea

M			
麻烦	máfan	adj.	inconvenient; trouble
马	mǎ	n.	horse
买单	mǎidān	v.	to pay the bill
满足	mǎnzú	v.	to satisfy
慢慢	mànman	adv.	slowly
毛（名）	máo （míng）	n.	hair; feather
毛病	máobìng	n.	trouble; mishap
没用	méiyòng		useless
媒体	méitǐ	n.	medium
每	měi	pron.	every; each
美	měi	adj.	beautiful
美好	měihǎo	adj.	beautiful
美丽	měilì	adj.	beautiful
美食	měishí	n.	culinary delicacy
美术	měishù	n.	art; painting
美元	měiyuán	n.	US dollar
米（名）	mǐ （míng）	n.	rice
面对	miànduì	v.	to confront; to face
面积	miànjī	n.	area; acreage
民间	mínjiān	n.	among the people; popular
民乐	mínyuè	n.	folk music
民族	mínzú	n.	nation; nationality
明确	míngquè	v.	to clarity
		adj.	definite

明显	míngxiǎn	adj.	clear; distinct
命运	mìngyùn	n.	destiny; fate
某	mǒu	pron.	certain; some
母亲	mǔqīn	n.	mother (formal word)
木头	mùtou	n.	wood
目标	mùbiāo	n.	objective; goal; target
目前	mùqián	n.	at present; currently
		N	
拿	ná	v.	to hold; to seize; to catch
奶茶	nǎichá	n.	milk tea
男子	nǎnzǐ	n.	man
南部	nánbù	n.	southern part; south
南方	nánfāng	n.	south
难度	nándù	n.	degree of difficulty
难过	nánguò	adj.	sad
内	nèi	n.	inside; inner; internal
内容	nèiróng	n.	content; substance
内心	nèixīn	n.	heart; innermost being
能干	nénggàn	adj.	capable; competent
能力	nénglì	n.	ability; capacity
年初	niánchū	n.	beginning of the year
年代	niándài	n.	age; era; years; time
年底	niándǐ	n.	end of the year
年纪	niánjì	n.	age

念	niàn	v.	think of; read aloud
牛（名）	niú（míng）	n.	ox; cow
农村	nóngcūn	n.	rural area
农民	nóngmín	n.	peasant
农业	nóngyè	n.	agriculture
努力	nǔlì	adj.	hard-working
暖和	nuǎnhuo	adj.	warm
女子	nǚzǐ	n.	woman; female
		P	
爬	pá	v.	to climb; to get up or sit up
怕（副）	pà（fù）	adv.	expressing supposition
拍	pāi	v.	clap; pat; beat
排（动）	pái（dòng）	v.	to arrange; to set in order
排名	páimíng	v.	to rank
牌子	páizi	n.	brand; sign
派	pài	v.	send; dispatch; assign
派出所	pàichūsuǒ	n.	local police station
判断	pànduàn	v.	to judge
胖	pàng	adj.	fat; plump
跑步	pǎobù	v.	to run; to jog
配	pèi	v.	to mate; to fit
配合	pèihé	v.	cooperate
批准	pīzhǔn	v.	to approve; to ratify
皮	pí	n.	skin
		adj.	naughty

皮包	píbāo	n.	leather handbag
啤酒	pǐjiǔ	n.	beer
偏见	piānjiàn	n.	prejudice; bias
票价	piàojià	n.	ticket price
平等	pǐngděng	n.	equality
平方公里	píngfāng gōnglǐ	n.	square kilometre
评价	píngjià	n.	to evaluate; to assess
苹果	píngguǒ	n.	apple
破	pò	adj.	broken; damaged
破坏	pòhuài	v.	to break; to destroy
普遍	pǔbiàn	adj.	universal; general
普及	pǔjí	v.	make universal; popularize
		adj.	popular
		Q	
期	qī	n.	stage; phase
		m.	for things scheduled by periods
齐	qí	adj.	neat
其实	qíshí	adv.	actually
奇怪	qíguài	adj.	strange; odd
旗袍	qípáo	n.	cheongsam
气候	qìhòu	n.	climate
气温	qìwēn	n.	temperature
前后	qiánhòu	n.	around; from beginning to end
前进	qiánjìn	v.	to go forward
前面	qiánmiàn	n.	front

前往	qiánwǎng	v.	to go; to leave for
强	qiáng	adj.	strong
强大	qiángdà	adj.	powerful
强烈	qiángliè	adj.	strong; intense
强调	qiángdiào	v.	to emphasise; to stress
抢	qiǎng	v.	rob
桥	qiáo	n.	bridge
巧	qiǎo	adj.	skilful; timely
亲	qīn	v.	kiss
亲切	qīnqiè	adj.	friendly; kind
亲人	qīnrén	n.	one's close relatives
亲自	qīnzì	adv.	personally
情感	qínggǎn	n.	emotion; feeling
情况	qíngkuàng	n.	circumstances; situation
请教	qǐngjiào	v.	to ask for guidance
庆祝	qìngzhù	v.	to celebrate
秋天	qiūtiān	n.	fall
球迷	qiúmí	n.	fan
区	qū	n.	area; region
		v.	to distinguish; to classify
区别	qūbié	n.	difference
		v.	to distinguish
取消	qǔxiāo	v.	to cancel
去世	qùshì	v.	to pass away
全场	quánchǎng	n.	whole audience; everyone present

全球	quánqiú	n.	global
缺	quē	v.	to lack; to run short of
缺点	quēdiǎn	n.	shortcoming; weakness
缺少	quēshǎo	v.	lack; shortage of
确保	quèbǎo	v.	to ensure; to guarantee
确定	quèdìng	v.	to ensure; to make certain
		adj.	definite
裙子	qúnzi	n.	dress; skirt
群	qún	n.	crowd
		m.	group; herd; flock
		R	
热爱	rè'ài	v.	to love ardently; to adore
热烈	rèliè	adj.	warm; enthusiastic
热情	rèqíng	adj.	warm; enthusiastic
人才	réncái	n.	talent; talented person
人工	réngōng	n.	artificial; manpower
人口	rénkǒu	n.	population
人类	rénlèi	n.	humanity; mankind
人民	rénmín	n.	the people
人民币	rénmínbì	n.	Chinese Yuan(CNY)
人群	rénqún	n.	crowd
人生	rénshēng	n.	life
人员	rényuán	n.	personnel; staff
认出	rènchū	v.	to recognize
认得	rènde	v.	to recognize; to tell

认可	rènkě	v.	to approve
认真	rènzhēn	adj.	conscientious; serious
任（动）	rèn （dòng）	v.	assign sb. to a post; appoint
任（连）	rèn （lián）	conj.	no matter
任何	rènhé	pron.	any; whichever
任务	rènwu	n.	assignment; mission ; a task
仍	réng	adv.	still
仍然	réngrán	adv.	still; yet
日常	rìcháng	adj.	daily; every day
容易	róngyì	adj.	easy; likely
如何	rúhé	pron.	how
S			
散步	sànbù	v.	to take a walk
沙发	shāfā	n.	sofa
沙子	shāzi	n.	sand
伤心	shāngxīn	adj.	sad; hurt
商品	shāngpǐn	n.	commodity; goods
赏月	shǎngyuè	v.	moon-viewing
上来	shàngl ɑ i	v.	up
上门服务	shàngmén fú wù	n.	home service
上升	shàngshēng	v.	to rise; to go up
设备	shèbèi	n.	equipment; installation
设计	shèjì	v.	to design; to plan
设立	shèlì	v.	to set up; to establish

社会	shèhuì	n.	society
深	shēn	adj.	deep
深刻	shēnkè	adj.	deep; profound
深入	shēnrù	adj.	thorough; in-depth
升	shēng	v.	rise
生命	shēngmìng	n.	life; a living being
生意	shēngyi	n.	business
胜	shèng	v.	win
胜利	shènglì	v.	victory
		adv.	successfully
失物招领	shīwù zhāol ǐng	n.	lost and found
石头	shítou	n.	stone; rock
石油	shíyóu	n.	petroleum
时代	shídài	n.	age; era; period
实验	shíyàn	n.	experience; test
实验室	shíyànshì	n.	laboratory
实在	shízài	adj.	really
食品	shípǐn	n.	food
食堂	shítáng	n.	canteen
始终	shǐzhōng	adv.	from beginning to end
世界	shìjiè	n.	world; earth
事业	shìyè	n.	career
试验	shìyàn	v.	to make a test
收费	shōufèi	v.	to charge a fee

手续	shǒuxù	n.	procedure; formalities
手指	shǒuzhǐ	n.	finger
首都	shǒudū	n.	capital
受伤	shòushāng	v.	injury; wounded
输	shū	v.	to lose
熟人	shúrén	n.	acquaintance
属	shǔ	v.	belong to
属于	shǔyú	v.	belong to
数量	shùliàng	n.	quantity; amount
摔倒	shuāidǎo	v.	to fall
双	shuāng	m.	pair
双方	shuāngfāng	n.	both sides
水平	shuípíng	n.	level
死	sǐ	v.	to die
速度	sùdù	n.	speed
虽然……，但是……	suīrán...，dànshì	conj.	although
		T	
谈	tán	v.	to talk; to chat
谈话	tánhuà	v.	to talk; to chat
谈判	tánpàn	v.	to negotiate
		n.	negotiation
汤	tāng	n.	soup
糖	táng	n.	sugar
特点	tèdiǎn	n.	characteristics; distinguishing feature

特色	tèsè	n.	characteristics
提高	tígāo	v.	to enhance; to improve
体验	tǐyàn	v.	to experience for oneself
体重	tǐzhòng	n.	weight
天空	tiānkōng	n.	sky
天气预报	tiānqì yùbào	n.	weather forecast
甜	tián	adj.	sweet
填表	tiǎnbiǎo	v.	to fill in
挑选	tiāoxuǎn	v.	to select
跳	tiào	v.	to jump; to skip over
跳高	tiàogāo	v.	high jump
跳舞	tiàowǔ	v.	to dance
跳远	tiàoyuǎn	v.	long jump
痛（形）	tòng （xíng）	adj.	painful
痛苦	tòngkǔ	n.	pain
偷	tōu	v.	to steal
突出	tūchū	adj.	outstanding
突然	tūrán	adv.	suddenly
		adj.	sudden
图书	túshū	n.	library books
图书馆	túshūguǎn	n.	library
土（名）	tǔ （míng）	n.	soil
推开	tuīkāi	v.	to push open; to push away
腿	tuǐ	n.	leg

退	tuì	v.	to retreat; to move back
退出	tuìchū	v.	to withdraw; to quit
退休	tuìxiū	v.	retire
		W	
外交	wàijiāo	n.	diplomacy
外卖	wàimài	n.	takeout
完善	wánshàn	v.	to improve; to refine
玩具	wánjù	n.	toy
万	wàn	num.	million
网球	dǎwǎngqiú	n.	tennis
往往	wǎngwǎng	adv.	often; usually
忘记	wàngjì	v.	to forget
危害	wēihài	v.	to harm; to endanger
危险	wēixiǎn	adj.	dangerous
伟大	wěidà	adj.	great; mighty
卫生间	wèishēngjiān	n.	bathroom
位于	wèiyú	v.	to be located at; to lie
温暖	wēnnuǎn	adj.	warm
文章	wénzhāng	n.	essay; article
无儿无女	wúér wúnǚ		childless
武器	wǔqì	n.	weapon
武术	wǔshù	n.	hush
舞台	wǔtái	n.	stage; arena

X			
希望	xīwàng	n.	hope
		v.	to wish
习惯	xíguàn	n.	habit; custom
		v.	to be used to
下雪	xiàxuě	v.	to snow
夏天	xiàtiān	n.	summer
显得	xiǎnde	v.	to look; to seem
显然	xiǎnrán	adj.	clear; evident
显示	xiǎnshì	v.	to show; to illustrate
现金	xiànjīn	n.	cash
线	xiàn	n.	thread; string
相似	xiāngsì	v.	to resemble; similar
香	xiāng	adj.	fragrant
香蕉	xiāngjiāo	n.	banana
消费	xiāofèi	v.	to consume; to spend
消失	xiāoshī	v.	to disappear; to fade away
消息	xiāoxi	n.	news; information
小看/轻看	xiǎokàn/qīngkàn	v.	to look down upon
小偷	xiǎotōu	n.	thief
小意思	xiǎoyìsi	n.	a piece of cake
效果	xiàoguǒ	n.	effect
心理医生	xīnlǐ yīshēng	n.	psychiatrist
心情	xīnqíng	n.	mood

新鲜	xīnxiān	adj.	fresh
信任	xìnrèn	v.	to trust
形成	xíngchéng	v.	take shape; form
形式	xíngshì	n.	from; shape
形象	xíngxiàng	n.	image; form; figure
形状	xíngzhuàng	n.	form; shape
兴趣	xìngqù	n.	interest
幸福	xìngfú	n.	happiness
性（积极性）	xìng（jījíxìng）	n.	suffix forming a noun from an adjective
性别	xìngbié	n.	gender
姓名	xìngmíng	n.	name
需求	xūqiú	n.	requirement
需要	xūyào	v.	need
宣布	xuānbù	v.	to declare; to announce
宣传	xuānchuán	v.	to disseminate
选修课	xuǎnxiūkè	n.	optional subject
学费	xuéfèi	n.	tuition fee
血	xiě	n.	blood
训练	xùnliàn	v.	to train
Y			
压	yā	v.	to press; to push down
压力	yālì	n.	pressure
烟	yān	n.	smoke
严重	yánzhòng	adj.	serious; severe

演出	yǎnchū	n.	performance
		v.	to perform
羊	yáng	n.	sheep
摇篮	yáolán	n.	cradle
要是	yàoshì	conj.	if
一般	yìbān	adv.	generally
		adj.	general
亿	yì	num.	billion
艺术	yìshù	n.	art
意义	yìyì	n.	meaning; sense
银牌	yínpái	n.	silver medal
饮料	yǐnliào	n.	drink
营养	yíngyǎng	n.	nutrition
赢	yíng	v.	to win
应该	yīnggāi	v.	should; ought to
优势	yōushì	n.	advantage
由于	yóuyú	conj.	due to; thanks to; owing to
邮箱	yóuxiāng	n.	mailbox
游戏	yóuxì	n.	game
游泳	yóuyǒng	v.	to swim
有效	yǒuxiào	adj.	effective
又……又……	yòu. . . yòu	conj.	indicating the coexistence of more than one situation or property both…and…; not only… but also…
原来	yuánlái	adv.	original; former; originally
愿望	yuànwàng	n.	aspiration

月饼	yuèbing	n.	moon cake
月亮	yuèliɑng	n.	moon
越……越	yuè... yuè	adv.	the more... the more
越剧	yuèjù	n.	Yue Opera
		Z	
杂志	zázhì	n.	magazine
责任	zérèn	n.	duty
增加	zēngjiā	v.	to rise; to increase
增长	zēngzhǎng	v.	to increase; to grow
展览	zhǎnlǎn	n.	exhibition
长胖	zhǎngpàng	v.	gain weight
照顾	zhàogù	v.	to take care of
争取	zhēngqǔ	v.	to fight for; to strive for
整理	zhěnglǐ	v.	to arrange; to tidy up
整齐	zhěngqí	adj.	orderly; neat; even
正确	zhèngquè	adj.	correct; proper
证	zhèng	n.	certificate; card
证据	zhèngjù	n.	evidence; proof; testimony
支持	zhīchí	v.	to support
支付	zhīfù	v.	to pay
只	zhǐ	adv.	only; merely
只好	zhǐhǎo	adv.	without any better option
知识	zhīshí	n.	knowledge
直到	zhídào	adv.	until
		v.	(to be) worth

值	zhí	adj.	worthwhile
职工	zhígōng	n.	staff; workers
指	zhǐ	n.	finger
		v.	to point at
指出	zhǐchū	v.	point out
指导	zhǐdǎo	v.	to guide; to direct
至少	zhìshǎo	adv.	at least
志愿者	zhìyuànzhě	n.	volunteer
制定	zhìdìng	v.	to draw up; to formulate
制度	zhìdù	n.	system; institution
制造	zhìzào	v.	to make; to manufacture
制作	zhìzuò	v.	to make; to manufacture
中国化	zhōngguóhuà	n.	to take on Chinese characteristics
中国通	zhōngguótōng	n.	an expert on China
中华民族	Zhōnghuá Mínzú	n.	the Chinese nation
中秋节	zhōngqiūjié	n.	Mid-Autumn Festival
终于	zhōngyú	adv.	at last; in the end; finally
种	zhǒng	n.	species
		m.	kind
种子	zhǒngzǐ	n.	seed
重要	zhòngyào	adj.	important
周	zhōu	n.	week
周末	zhōumò	n.	weekend
猪	zhū	n.	pig
		adj.	active

主动	zhǔdòng	adv.	voluntarily
主任	zhǔrèn	n.	director; head
注意	zhùyì	v.	to take note of
祝	zhù	v.	to wish; to express good wishes
抓	zhuā	v.	to grab; to catch
抓住	zhuāzhù	v.	to grab; to capture
专业	zhuānyè	n.	major
		adj.	professional
状况	zhuàngkuàng	n.	condition; state; situation
状态	zhuàngtài	n.	state; mode; situation
追	zhuī	v.	to chase
准备	zhǔnbèi	v.	to prepare
资金	zījīn	n.	fund; capital
子女	zǐnǚ	n.	children
自从	zìcóng	prep.	since (a time); ever since
自己	zìjǐ	pron.	oneself; one's own
总是	zǒngshì	adv.	always
足球	zúqiú	n.	foot ball
组成	zǔchéng	v.	to constitute; to form
最爱	zuì’ ài	n.	one's favourite
最近	zuìjìn	adv.	recently

附录 4 Appendix IV: 中学五年级超纲词 Supplementary Vocabularies - Senior 5

词语 Word/Phrase	拼音 Pinyin	词性 Part of speech	词义 Meaning
		A	
百香果	bǎixiāngguǒ	n.	passion fruit
菠萝	bōluó	n.	pineapple
菠萝蜜	bōluómì	n.	jackfruit
部落	bùluò	n.	tribe
		C	
赤道	Chìdào	n.	equatorial
		D	
东非明珠	Dōngfēimíngzhū	n.	Pearl of East Africa
		H	
旱季	hànjì	n.	dry season
		K	
坎帕拉	Kǎnpàlā	n.	Kampala
		N	
尼罗河	Níluóhé	n.	Nile
牛油果	niúyóuguǒ	n.	avocado
疟疾	nüèji	n.	malaria
		W	
维多利亚湖	Wéiduōlìyà hú	n.	Lake Victoria
蚊子	wénzi	n.	mosquito
香蕉饭	xiāngjiāofàn	n.	Matoke
		X	
学区房	xuéqūfáng	n.	school estate
		Y	
雨季	yǔjì	n.	rainy season

附录 5Appendix V: 中学五年级语法表 Chinese Language Grammar Points for Senior 5

1.词语辨析 Synonym Analysis

近义词 Synonym	相同点 Similarities	不同点 Differences
才 VS 就	"才" 和 "就" 都可以放在动词前做状语。 Both " 才"and "就" can be used as an adverbial modifier before a verb.	1."就" 表示说话人认为动作发生得晚，进行得慢、不顺利。 " 就 " indicates that in the speaker's opinion, the action happened early, or went on fast or smoothly. 我早上五点**就**起床了。 2."才" 表示说话人认为动作发生得晚，进行得慢、不顺利。 " 才 " indicates that in the speaker's opinion, the action happened late, or went on slowly or unsatisfactorily. 我早上八点**才**起床。
刚 VS 刚才	两者都表示行动、情况发生在不久以前，都可以做状语。 Both indicate that an action or a situation took place not long ago; both can serve as an adverbial modifier.	1."刚" 是副词，只能放在主语后、动词前。 "刚" is an adverb serving as an adverbial modifier, used only after the subject and before the verb. 我**刚**看了邮箱，没有新邮件。 2."刚才" 是时间名词，可以用在主语前，也可以用在主语后。 "刚才" is a temporal noun which can be used either before or after the subject. **刚才**我去洗手间了，你给我打电话了？

还是 VS 或者	汉语中可以用"还是"和"或者"表示选择。 Both "还是"and "或者" are used to connect choices.	1."还是" 用在疑问句中，有的句子包含疑问形式的小句，小句中只能用"还是" 。 "还是" is used in an interrogative sentence, for sentences with an interrogative clause, only "还是" can be used in the clause. 我不知道这个人是男的**还是**女的。 2."或者" 用在陈述句中。 "或者" is used in declarative sentences. 今天晚上吃米饭**或者**面条都可以。

2.固定格式 Fixed Format

结构 Structure	解析 Analysis	例句 Example
越来越……	"越来越" 的后边加上形容词或心理动词表示随着时间的推移程度发生的变化。 Followed by an adjective or mental verb, "越来越" indicates the change in degree occurs as time passes by.	我认识的汉字**越来越**多。
越 A 越 B	"越 A 越 B" 表示 B 随着 A 的变化而变化。 "越 A 越 B" (the more A, the more B) means B changes with A.	山**越**高，路**越**难走。

3. 复句 Complex Sentences

Complex Sentences	关联词语 Relative Phrases	解析 Analysis	例句 Example
并列关系 Coordinate Relation	既……，又……	“既……又……”，连接动词性结构或形容词（前后两个结构通常相同），表示并列关系，同时具有两方面的情况，或者都表示积极意义，或者都表示消极意义。 The structure is used to connect two verbal structures or adjectives (usually the same in structure), indicating two situations, both positive or both negative, existing at the same time.	跑步是最简单的锻炼方法，既可以活动身体，又可以减肥。
递进关系 Progressive Relation	不但……，而且……	“不但……而且……”一般出现在递进复句中。如果两个从句共享同一个主语，主语通常出现在第一个从句中。“不但…而且…” generally occurs in compound progressive sentences. If the two clauses share the same	他不但喜欢吃中国菜，而且也会做几个中国菜！

Complex Sentences	关联词语 Relative Phrases	解析 Analysis	例句 Example
		subject, the subject usually appears in the first clause.	
转折关系 Transitional Relation	虽然……，但是……	“虽然……，但是……”连接两个分句，构成一种转折关系。 The conjunctions connect two clauses, forming a complex sentence indicating an adversative reaction.	虽然手机很贵，但是我很喜欢。
	不是……，就是……	“不是……，就是……”表示两种情况中必有一种情况存在，两种情况都有可能性。 “不是…，就是…” indicates that one of the two situations must exist, and both situations are possible.	晚上不是妈妈做饭就是爸爸做饭。
假设复句 Hypothetical Relation	如果……，就……	“如果”后边的分句是一个假设，“就”后边的分句是在这种假设情况下产生的结果。 The clause following “如果” is a hypothesis, and the clause after “就” is the result based on the hypothesis.	如果你喜欢，我就给你买。

Complex Sentences	关联词语 Relative Phrases	解析 Analysis	例句 Example
假设复句 Hypothetical Relation	要不是……，就……	"要不是……就……"是一个假设复句，"要不是"意思是"如果不是"，提出假设的条件，后半句是由上述假设条件引出的结果。 "要不是…就…" is a hypothetical compound sentence, "要不是" means "if not", the condition of the hypothesis, and the second half of the sentence is the result of the above hypothesis.	要不是路太远，我就去了。
	要是……，就……	"要是"，连词，表示"如果、如果是"的意思，常用"要是……就……"结构。"要是"后面的句子提出一种假设，"就"后面的句子表示在假设的情况下采取的行动或出现的结果。 The conjunction "要是" means "if, in case", usually used in the structure "要是…，就…", in which "要是"	要是明天下雨了，我就不去了。

Complex Sentences	关联词语 Relative Phrases	解析 Analysis	例句 Example
		introduces a sentence indicating an assumption, and "就" introduces a sentence indicating the action or result consequent upon the assumed situation.	
	只有……，才……	"只有……才……" 连接的是一个条件复句，"只有" 后边是唯一的条件，"才" 后边是在这个条件下才会出现的结果。 The structure is used to connect the two clauses of a conditional complex sentence, with "只有" introducing the one and only condition and "才" followed by the result which will be reached only if the said condition is met.	只有写完作业，才能看电视。
	只要……，就……	"只要……就……" 连接的是一个条件复句，"只要" 后边是必要条件，"就" 后边是其结	只要你做饭，我就洗碗。

Complex Sentences	关联词语 Relative Phrases	解析 Analysis	例句 Example
		果。 “只要…， 就…” is used to connect the two clauses of a conditional complex sentence, with “只要” introducing a necessary condition and “就” followed by the consequent result.	
条件复句 Conditional Relation	一……就……	“一……就……” 结构中， “一” 后面表示条件， “就” 后面表示在前一个条件下产生的情况。 In the structure “一…就…” ， in which “一”is followed by a situation that indicates a condition， and “就”is followed by a situation that would occur under the condition.	儿子小时候一说话就脸红。

4. 常见句式 Common Sentence Patterns

句式 Sentence Pattern	结构 Structure	解析 Analysis	例句 Example
“把”字句（1） The Ba-Sentence (1)	A 把 B+V...	汉语中，表示对确定的人或确定的事物做出相应处置，可以用“把”字句，其结构为“A 把 B+V……”。这种“把” 字句多用于对别人的请求、命令的情境中。 In Chinese, a ba-sentence can be used to indicate a certain action done on a definite person or thing, the structure being “A 把 B + V...”. This type of ba-sentence is often used to request or order other people to do something.	请你把衣服洗了。
“把” 字句（2） The Ba-Sentence (2)	A 把 B+V+在/到/给...	汉语中，结构“A 把 B+V+在/到+location”表示通过动作使某确定事物发生关系上的转移，可以用“A 把 B+V+给+sb”. In Chinese, the structure “A 把 B+V 在/到+location” indicates if an action has changed the owner or user of a definite object, the structure “A 把 B+V+给+sb” is used.	我把鲜花送给老师了。

句式 Sentence Pattern	结构 Structure	解析 Analysis	例句 Example
	把...叫作/当作...	"把.... 叫作/当作....."，后面是前面的名称。"把"后面一般跟名词、代词或名词短语。 In the structure "把...叫作/当作..."，the latter part is the name of the former part. "把"is usually followed by a noun, pronoun or noun phrase.	我把乌干达当作我的第二故乡。
被字句 The Bei-Sentence	S+被/叫/让 + O + V+ other elements	汉语中，可以用带"被"的句子表达被动意义，其中主语一般是动作的接受者，宾语一般是动作的发出者。 In Chinese, a sentence with "被" can express the passive voice, in which the subject is the patient of the action and the object is the agent.	蛋糕被弟弟吃完了。
比较句（1） Comparative Sentence (1)	A 跟 B 一样(+Adj)	"A 跟 B 一样" 表示 A 者和 B 者相比较，结果相同，后边可以用形容词表示计较的某一方面。否定式是在 "一样" 的前边加 "不" 。 "A 跟 B 一样" means A and B are the same after comparison. The structure can take an adjective to indicate the aspect being compared. In the negative form, "不" is added before "一样".	妈妈跟爸爸不一样高。
	A 不如 B (+Adj/VP)	"A 不如 B（+Adj/VP）" 表示比不上，这个句式中如果有形容	这件衣服不如那件衣服好看。

句式 Sentence Pattern	结构 Structure	解析 Analysis	例句 Example
		词，形容词通常是褒义的。 “A 不如 B(+Adj/VP)”is used to indicate that A cannot be compared to B. If an adjective is used in this pattern, it usually contains a commendatory sense.	
比较句（2） Comparative Sentence (2)	A 比 B + A + Adj+一点儿/一些/得多/多了	“一点儿”“一些”“得多”“多了”等词可以用于“比”字句中形容词的后边，表示事物之间的差别程度。 Words such as “一点儿”, “一些”, “得多” and “多了” can be used after adjectives in the “比” sentence to express the degree of difference between things.	咖啡比茶好喝多了。
反问句 Rhetorical Sentence	不是……吗	“不是……吗” 常用来表示提醒或者表达说话人的不理解、不满等。 “不是…吗”is often used to remind someone of something or to show confusion or dissatisfaction.	不是说今天有雨吗？怎么没下？
强调句 Emphatic Sentence	是……的	在已经知道事情发生的情况下，可以用“是……的”强调事情发生的时间、地点、方式等。 When the occurrence of something is known, “是…的” can be used to emphasise when, where and in which manner it occurred.	这本书是我买的。

句式 Sentence Pattern	结构 Structure	解析 Analysis	例句 Example
兼语句 Pivotal Sentence	S+V1+O1（S2）+ V2 + O2	兼语句的谓语是由两个动词短语组成，前一个动词的宾语是第二个动词的主语，前一个动词常常是“请、让、叫”等词语。 The predicate of a pivotal sentence is made up of two verbal phrases, the object of the first verb being the subject of the second. The first verb is often a causative verb, such as “请” (to invite), “让” (to let) and “叫” (to ask).	妈妈不让她喝咖啡。
	S+V1“有”+O1（S2）+V2+O2	动词“有”可在兼语句作主语，“有”作为宾语通常表示人或事物存在，也可作为第二动词的主语。这种句子往往没有整个句子的主语。 The verb “有” can be used to form a pivotal, the object of “有” usually denotes a person or that a thing exists, and also functions as the subject of the second verb. This kind of sentence often has no subject of the whole sentence.	有多少人参加比赛？
连动句表示目的 Sentences with serial verb phrases indicating purpose	S+V1O+V2 O	在带有动词谓语的句子中，主语可以采用两个连续的动词或动词短语，这些动词短语的顺序是固定的，第二个动词表示第一个动词的动作目的。 In a sentence with a verbal predicate, the subject may take	我现在回学院上课。

句式 Sentence Pattern	结构 Structure	解析 Analysis	例句 Example
		two consecutive verbs or verb phrases. The order of these verb phrases is fixed. The second verb indicates the purpose of the action denoted by the first verb.	
存现句 Sentences indicating existence or emergence	Location Word+V 着 + Numeral + Measure Word + N	汉语中用 “Location Word+ V 着 ＋ NP”表示什么地方有什么东西。 In Chinese, the structure “Location Word+ V 着 ＋NP” means there is something somewhere.	桌子上放着很多水果。
	S+V（在/有/是）+O	在汉语中，“在”、“有”或“是”多用作谓语的主要动词，表示某人或某物存在于某处。 In Chinese, the word “在” “有” or “是” is often used as the main verb of the predicate to indicate somebody or something exists somewhere.	卧室外边有一个大阳台。
	S（PW）+V+Pt or Complement+ Num-MP+O	汉语中用“S（PW）+V+Pt or Complement+Num-MP+O” 来形容人或物从某个位置出现或消失。 In Chinese,“S（PW）+V+Pt or Complement+Num-MP+O”is commonly used to describe the appearance or disappearance of a person or thing from the location.	那边走过来几个运动员。

5. 句子成分 Component of Sentence

句子成分 Element of Sentence	解析 Analysis	例句 Example
趋向补语“起来”的引申义 Extended use of “起来”	“起来”，动词，可用在动词后面做趋向补语，可表示动作方向从下到上，也可引申动作开始并继续，还可引申表示说话人从某方面评价人或事物。 The verb “起来” can be used after another verb as a complement of direction, indicating an upward movement, or extension, indicating the beginning and continuation of an action or the speaker’s comment on a certain aspect of somebody or something.	你先把桌子上的东西拿起来，我擦完之后你再放下来。
简单趋向补语 Simple complements of direction	汉语中“V+来/去”表示动作的方向，“来”表示朝着说话人的方向，“去”表示背离说话人的方向。 In Chinese, “V+来/去” indicates the direction of action, with “来” indicating the direction towards the speaker and “去” the direction away from the speaker.	谁在外边？你出去看看吧。
复合趋向补语 Compound complements of direction	趋向动词后边加上简单趋向补语“来”“去”以后，可以做别的动词的补语，表示动作的方向，构成复合趋向补语，对动作就行具体的描述。 A direction verb followed by a simple complement of direction “来” “去”, can be used after another verb as its complement, that is, a compound complement of direction that indicates the direction of the action and describes the action in detail.	我给你拿过去吧。

句子成分 **Element of Sentence**	**解析** **Analysis**	**例句** **Example**
复杂的状态补语 Complex complements of state	汉语中，可以用“得”构成状态补语。“得”前一般是形容词或动词，“得”后一般是动词词组。 In Chinese, “得” can be used to form a complement to describe a certain state. Usually “得”is preceded by an adjective or a verb and followed by a verb phrase.	孩子们玩得不想回家。
结果补语 Resultative complements	动词“上”可以用作结果补语，表示单独的事物已经连接在一起，或者一个事物连接到另一个事物。动词“开” 可用作结果补语，表示已分离或结合的事物已分开。 The verb “开” can be used as a resultative complement to indicate that separate things have been joined together, or that one thing is attached to another. The verb “开” can be used as a resultative complement to indicate that integrated or joined things have been separated.	请写上你的名字。
可能补语（1） Complements of possibility(1)	汉语中用“V 得+Complements”或“V 不+Complements”表示能否实现某种结果或达到某种目的。 In Chinese, “V 得+Complements” or “V 不+ Complements” can be used to indicate whether or not a result can be obtained or a goal is reached.	我看得清楚那个汉字。
趋向补语的引申义 Extended use of the complements	“看起来” 意思是通过 “看”，对某一方面进行估计评价。同样的情况还有 “看上去”，它与“看起来”意思一样。 “看起来” （to seem）introduces an	他看起来很累。

句子成分 Element of Sentence	解析 Analysis	例句 Example
of direction	estimation or evaluation of a certain aspect made by looking. So is “看上去” ， which means the same as “看起来”.	

附录 6 Appendix VI:其他语言点 Other Language Points

结构 Structure	解析 Analysis	例句 Example
“了” 表示情况的变化 “了” indicating a change of situation	语气助词“了”用在陈述句句尾，表示情况有了变化，或出现了新的情况。 Used after the end of a declarative sentence, the modal particle “了” indicates a change in the situation or the occurrence of a new situation.	我前几天有点儿发烧，现在好多了。
动作的状态“要……了” “要……了” indicating the state of an action	用“快要/快/就要/要……了”表示某事将要发生。如果句子中有时间状语，只能用“就要……了”。 The structure “快要/快/就要/要…了” indicates that something is going to happen. If there is an adverbial of time in the sentence, then only “就要…了” can be used.	火车快要来了。 明天姐姐就要走了。
语气副词“真” The modal adverb “真”	“真+形容词” 表示感叹的语气，意思是的确、实在。 The structure “真+adjective” expresses an exclamatory mood, meaning “really, indeed”.	今天天气真好！
有+VP+的	在汉语中，结构“有+VP+的”的两个或多	在养老院里，

结构 Structure	解析 Analysis	例句 Example
	个短语可以表示列举。 In Chinese, two or more phrases of the structure “有+VP+的” may express enumeration.	有洗衣服的，有做饭的，有帮奶奶洗脸的。
单音节形容词重叠 Reduplication of monosyllabic adjectives	汉语中，单音节形容词重叠表示程度深，形式为“AA 的”，常用来描述人或事物的特征。 In Chinese, a monosyllabic adjective is often reduplicated in the form of “AA 的” to describe the characteristics of a person or thing, indicating a deep degree.	这些草绿绿的，真漂亮。
用“刻”表示时间 To indicate time using “刻”	“一刻钟” 是时段的表达，表示十五分钟。 “一刻钟” is a period of time, meaning a quarter, i.e., 15 minutes.	三点一刻
疑问代词“什么”的活用 Flexible use of interrogative pronoun“什么”	汉语中，“什么”可以做指示代词，用来代替不确定的人或事物，表达的语气更客气。去掉“什么” 以后，句子的意思不变。 In Chinese, “什么” can be used as a demonstrative pronoun instead of an indefinite person or thing, making the tone politer. The meaning of the sentence will not change if “什么”is left out.	我不知道北京有什么好玩的地方。
反问句 Rhetorical sentence	“不是……吗” 常用来表示提醒或者表达说话人的不理解、不满等。 “不是…吗”is often used to remind someone of something or to show confusion or dissatisfaction.	你不是喜欢他吗？

结构 Structure	解析 Analysis	例句 Example
两个动作连续发生 The successive occurrence of two actions	汉语中可以用"V_1 了……就 V_2……"表示两个动作连续发生，后边的动作紧接着前边的动作。 In Chinese, "V_1 了…就 V_2…" can be used to indicate two actions which occur successively, with the second immediately following the first.	我吃了饭就去看书。
用"几"表示概数 Using the character "几" to indicate an approximate number	"几" 可以表示 10 以内的不定个数，后边要有量词。 "几" 可以用在 "十" 之后，表示大于 10 小于 20 的数字；也可以用在 "十" 之前，表示大于 20 小于 100 的数字。 "几" can indicate an indefinite number less than 10, followed by a measure word. When "几"is used after "十", it indicates a number greater than 10 but less than 20; when used before "十", it indicates a number greater than 20 while less than 100.	这本书二十多块钱。
"万" 以上的称数法 Enumeration of the numbers over 10,000	在汉语中，下列汉字用于表示基本数字单位："个""十""百""千"。从万到百万，以"万"为基本单位。 In Chinese, the following characters are used to denote the basic numeral units: "个" （ones）, "十" （tens）, "百" （hundreds), and "千" （thousands). For the numbers from ten thousand to ten million, the character "万"is used as the basic unit.	上海有三百万人口。

结构 Structure	解析 Analysis	例句 Example
动态助词"过" Aspect particle "过"	动词后加上动态助词"过"，一般用来表示过去有过的经历，这些动作行为没有持续到现在。 A verb followed by the aspect particle "过" usually indicates an action which hasn't lasted to the present.	他们来过我家。
结构助词"地" Structural particles "地"	"地"用在某些词语的后面，可在句子中做状语。 "地" is used behind some words, which can be used as an adverbial in a sentence.	他高兴地跳了起来。

附录 7 APPENDIX VII：中学六年级汉字表　Characters for Senior 6

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
1	爱	ài	爱护
2	按	àn	按时
3	案	àn	图案
4	摆	bǎi	摆动
5	败	bài	打败
6	伴	bàn	伙伴
7	保	bǎo	保存
8	宝	bǎo	宝贵
9	贝	bèi	宝贝
10	倍	bèi	倍
11	毕	bì	毕竟
12	避	bì	避免
13	辩	biàn	辩论

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
14	标	biāo	标准
15	濒	bīn	濒危
16	冰	bīng	冰箱
17	博	bó	博物馆
18	步	bù	步行
19	财	cái	财富
20	采	cǎi	采访
21	彩	cǎi	色彩
22	操	cāo	操作
23	察	chá	考察
24	差	chà	差点
25	常	cháng	常识
26	潮	cháo	潮流

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
27	沉	chén	沉重
28	诚	chéng	诚实
29	承	chéng	承担
30	程	chéng	工程
31	称	chēng	称赞
32	迟	chí	迟到
33	持	chí	支持
34	尺	chǐ	尺寸
35	重	chóng	重新
36	抽	chōu	抽奖
37	纯	chún	单纯
38	此	cǐ	此外
39	聪	cōng	聪明
40	粗	cū	粗心
41	促	cù	促进
42	寸	cùn	尺寸
43	粹	cuì	国粹
44	措	cuò	措施
45	袋	dài	塑料袋
46	戴	dài	戴
47	担	dān	担任
48	导	dǎo	导致
49	德	dé	品德

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
50	登	dēng	登录
51	递	dì	快递
52	典	diǎn	典型
53	独	dú	独立
54	度	dù	度过
55	肚	dù	肚子
56	耳	ěr	耳机
57	翻	fān	翻译
58	费	fèi	免费
59	奋	fèn	奋斗
60	符	fú	符号
61	服	fú	说服
62	负	fù	负责
63	复	fù	回复
64	福	fú	幸福
65	改	gǎi	改善
66	概	gài	大概
67	感	gǎn	感兴趣
68	供	gōng	提供
69	购	gòu	购买
70	骨	gǔ	骨头
71	固	gù	固定
72	顾	gù	顾客

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
73	怪	guài	难怪
74	冠	guàn	皇冠鹤
75	管	guǎn	管理
76	惯	guàn	习惯
77	规	guī	规则
78	裹	guǒ	包裹
79	含	hán	含量
80	厚	hòu	深厚
81	候	hòu	问候
82	忽	hū	忽视
83	呼	hū	呼吸
84	环	huán	环境
85	缓	huǎn	缓解
86	慌	huāng	不慌不忙
87	挥	huī	发挥
88	汇	huì	汇报
89	伙	huǒ	伙伴
90	获	huò	获取
91	货	huò	百货
92	圾	jī	垃圾
93	积	jī	积累
94	即	jí	即将
95	季	jì	季节

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
96	技	jì	技巧
97	寄	jì	寄
98	假	jiǎ	假如
99	价	jià	价值观
100	坚	jiān	坚固
101	渐	jiàn	渐渐
102	将	jiāng	将来
103	奖	jiǎng	奖金
104	降	jiàng	降温
105	骄	jiāo	骄傲
106	结	jié	结论
107	紧	jǐn	紧张
108	精	jīng	精力
109	惊	jīng	吃惊
110	景	jǐng	情景
111	竟	jìng	竟然
112	静	jìng	冷静
113	境	jìng	环境
114	究	jiū	究竟
115	居	jū	居住
116	具	jù	具备
117	距	jù	距离
118	据	jù	根据

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
119	剧	jù	京剧
120	肯	kěn	肯定
121	空	kōng	空间
122	恐	kǒng	恐怕
123	扩	kuò	扩展
124	括	kuò	包括
125	垃	lā	垃圾
126	懒	lǎn	懒
127	累	lěi	积累
128	泪	lèi	泪水
129	离	lí	离不开
130	理	lǐ	理想
131	利	lì	利益
132	联	lián	联系
133	练	liàn	熟练
134	良	liáng	良好
135	量	liàng	质量
136	疗	liáo	疗养
137	聊	liáo	无聊
138	料	liào	材料
139	列	liè	系列
140	林	lín	树林
141	临	lín	临时

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
142	留	liú	留学
143	流	liú	流行
144	绿	lǜ	绿化
145	虑	lǜ	考虑
146	乱	luàn	手忙脚乱
147	络	luò	网络
148	码	mǎ	密码
149	髦	máo	时髦
150	梦	mèng	梦想
151	迷	mí	网迷
152	靡	mí	风靡一时
153	秘	mì	秘密
154	密	mì	密切
155	免	miǎn	难免
156	描	miáo	描述
157	模	mó	规模
158	默	mò	默默
159	慕	mù	羡慕
160	闹	nào	热闹
161	排	pái	安排
162	牌	pái	名牌儿
163	培	péi	培养

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
164	批	pī	批评
165	票	piào	发票
166	泼	pō	活泼
167	欺	qī	欺骗
168	栖	qī	栖息
169	其	qí	其中
170	器	qì	充电器
171	亲	qīn	亲密
172	青	qīng	青春
173	趋	qū	趋势
174	趣	qù	兴趣
175	确	què	确实
176	然	rán	自然
177	染	rǎn	污染
178	弱	ruò	弱
179	森	sēn	森林
180	善	shàn	善良
181	伤	shāng	伤害
182	赏	shǎng	赞赏
183	舍	shě	舍不得
184	设	shè	设置
185	摄	shè	拍摄
186	神	shén	神秘

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
187	甚	shèn	甚至
188	省	shěng	节省
189	施	shī	措施
190	湿	shī	潮湿
191	实	shí	实用
192	事	shì	事物
193	释	shì	解释
194	势	shì	趋势
195	试	shì	面试
196	适	shì	适应
197	收	shōu	收入
198	首	shǒu	首先
199	授	shòu	教授
200	售	shòu	售货员
201	输	shū	输入
202	舒	shū	舒适
203	熟	shú	熟练
204	数	shù	数据
205	述	shù	描述
206	睡	shuì	睡着
207	思	sī	思考
208	饲	sì	饲养
209	松	sōng	放松

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
210	塑	sù	塑料
211	随	suí	随手
212	态	tài	态度
213	讨	tǎo	讨厌
214	特	tè	独特
215	替	tì	替代
216	条	tiáo	条件
217	调	tiáo	调皮
218	挑	tiǎo	挑战
219	通	tōng	通知
220	童	tóng	童年
221	统	tǒng	传统
222	推	tuī	推销
223	脱	tuō	摆脱
224	望	wàng	看望
225	微	wēi	微笑
226	危	wēi	濒危
227	维	wéi	维修
228	尾	wěi	尾巴
229	未	wèi	未必
230	慰	wèi	安慰
231	污	wū	污染
232	无	wú	无聊

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
233	误	wù	误会
234	物	wù	事物
235	吸	xī	呼吸
236	细	xì	细致
237	羡	xiàn	羡慕
238	线	xiàn	线上
239	享	xiǎng	分享
240	销	xiāo	促销
241	新	xīn	重新
242	信	xìn	信心
243	型	xíng	大型
244	幸	xìng	幸福
245	性	xìng	性格
246	熊	xióng	熊猫
247	修	xiū	修改
248	秀	xiù	优秀
249	序	xù	程序
250	选	xuǎn	挑选
251	寻	xún	寻找
252	训	xùn	教训
253	研	yán	研究生
254	演	yǎn	演出
255	验	yàn	经验

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
256	扬	yáng	表扬
257	摇	yáo	动摇
258	野	yě	野生
259	益	yì	利益
260	译	yì	翻译
261	谊	yì	友谊
262	异	yì	日新月异
263	引	yǐn	引导
264	赢	yíng	赢得
265	营	yíng	营业
266	映	yìng	反映
267	勇	yǒng	勇气
268	悠	yōu	悠闲自在
269	游	yóu	电脑游戏
270	余	yú	业余
271	与	yǔ	参与
272	遇	yù	待遇
273	原	yuán	原来
274	圆	yuán	圆满
275	源	yuán	来源
276	允	yǔn	允许
277	载	zǎi	下载

序号 Number	汉字 Character	拼音 Pinyin	例词 Example
278	赞	zàn	赞赏
279	糟	zāo	糟
280	则	zé	否则
281	展	zhǎn	发展
282	战	zhàn	战胜
283	招	zhāo	招聘
284	折	zhé	打折
285	真	zhēn	真正
286	针	zhēn	针对
287	整	zhěng	整理
288	之	zhī	之一
289	值	zhí	值得
290	植	zhí	植树
291	址	zhǐ	地址
292	质	zhì	质量
293	致	zhì	导致
294	智	zhì	智能
295	置	zhì	布置
296	妆	zhuāng	化妆
297	资	zī	工资
298	总	zǒng	总之
299	尊	zūn	尊重

附录 8 Appendix VIII: 词性对照表 Abbreviations of Part of Speech for Senior 6

词性 Part of Speech	英文简称 Abbreviation	词性 Part of Speech	英文简称 Abbreviation
名词	n.	副词	adv.
动词	v.	介词	prep.
形容词	adj.	连词	conj.
代词	pron.	助词	part.
数词	num.	叹词	int.
量词	m.	习惯用语	idiom
数量词	num.-m.	前缀	pref.
能愿动词	mod.	后缀	suf.

附录 9 Appendix IX: 中学六年级词语表 Vocabularies for Senior 6

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
			A
爱护	àihù	v.	protect; care; cherish
安排	ānpái	v.	plan in detail; arrange
		n.	plan to do sth
按时	ànshí	adv.	on time; on schedule; punctually
			B
摆动	bǎidòng	v.	swing; sway
百货	bǎihuò	n.	general merchandise
摆脱	bǎituō	v.	break away from; get rid of
办事	bànshì	v.	to handle affairs; to work

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
帮忙	bāngmáng	v.	help; give a hand
包裹	bāoguǒ	v.	to wrap up; to bind up
		n.	bundle; package; parcel
包括	bāokuò	v.	include; consist of
宝贝	bǎobèi	n.	baby; darling; treasured object
保存	bǎocún	v.	to preserve; to keep
宝贵	bǎoguì	adj.	valuable; precious
保护	bǎohù	v.	protect
宝石蓝	bǎoshílán	adj.	sapphire; jewellery blue
倍	bèi	nm.	times (of the original number)
本科	běnkē	n.	regular college course;
本来	běnlái	adv.	originally
避免	bìmiǎn	v.	to prevent; to avoid
毕业	biyè	v.	graduate
辩论	biànlùn	n.	argument; debate
		v.	to argue; to debate
标准	biāozhǔn	n.	standard; criterion
		adj.	conforming to a standard
表演	biǎoyǎn	v.	act; perform; play
		n.	exhibition; show; performance
表扬	biǎoyáng	v.	praise

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
		n.	praise; recognition
别	bié	adv.	don’t; better not
冰箱	bīngxiāng	n.	refrigerator
不得不	bùdebù		must; have to
步行	bùxíng	v.	to go on foot; walk
布置	bùzhì	v.	to arrange; to decorate
		C	
财富	cáifù	n.	wealth; riches
材料	cáiliào	n.	material
参与	cānyù	v.	to participate in sth
操作	cāozuò	v.	to operate; to manipulate
茶叶	cháyè	n.	tea leaves
产品	chǎnpǐn	n.	product
常识	chángshí	n.	common sense; general knowledge
潮	cháo	adj.	damp; moist
潮流	cháoliú	n.	tide; trend
潮湿	cháoshī	adj.	damp; moist
吵	chǎo	v.	to quarrel; to make a noise
沉重	chénzhòng	adj.	heavy; critical
称赞	chēngzàn	v.	to praise; to compliment

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
	n		
承担	chéngdān	v.	to undertake; to bear
成功	chénggōng	v.	succeed
		adj.	successful
成人	chéngrén	n.	adult; grown-up
承认	chéngrèn	v.	to admit; to acknowledge
诚实	chéngshí	adj.	honest
诚信	chéngxìn	adj.	honest and trustworthy
程序	chéngxù	n.	procedure; computer program
吃惊	chījīng	v.	to be startled
迟到	chídào	v.	to arrive late
尺寸	chǐcùn	n.	measurement; size
充电	chōngdiàn	v.	to charge a battery
充电器	chōngdiànqì	n.	charger
充分	chōngfèn	adj.	full; ample
抽奖	chōujiǎng	v.	draw lottery tickets
穿上	chuānshàng	v.	to put on

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
传统	chuántǒng	n.	tradition
		adj.	traditional; conservative
出口	chūkǒu	n.	exit
出色	chūsè	adj.	outstanding; remarkable
出售	chūshòu	v.	to sell
春季	chūnjì	n.	spring season
处于	chǔyú	v.	to be in a certain condition
此外	cǐwài	conj.	besides; in addition,
从此	cóngcǐ	adv.	from this time on
粗心	cūxīn	adj.	careless; thoughtless
促进	cùjìn	v.	to promote; to advance
促使	cùshǐ	v.	to promote; to bring about
促销	cùxiāo	v.	promote sales of goods
措施	cuòshī	n.	measure; step
D			
打败	dǎbài	v.	defeat; beat
打折	dǎzhé	v.	give a discount
大多	dàduō	adv.	for the most part
大概	dàgài	adv.	generally; briefly
大型	dàxíng	adj.	large-scale
大众	dàzhòng	n.	the masses

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
戴	dài	v.	to put on; to wear
待遇	dàiyù	n.	treatment; salary
单纯	dānchún	adj.	simple; pure
单调	dāndiào	adj.	monotonous
担任	dānrèn	v.	to take charge of
导致	dǎozhì	v.	lead to; result in
淡	dàn	adj.	weak; light in colour
得意	déyì	adj.	pleased with oneself
灯光	dēngguāng	n.	lamplight
登记	dēngjì	v.	register; check in
登录	dēnglù	v.	log on; log in
的确	díquè	adv.	indeed; really
地下	dìxià	n.	ground
地址	dìzhǐ	n.	address
典型	diǎnxín	adj.	typical
冬季	dōngjì	n.	winter season
动画	dònghuà	n.	animated film
动摇	dòngyáo	v.	to shake; to sway
独特	dútè	adj.	unique; distinctive
独立	dúlì	adj.	independent; on one’s own
		v.	to stand alone
独自	dúzì	adv.	alone; by oneself

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
度过	dùguò	v.	pass time; spend time
肚子	dùzi	n.	belly; abdomen
对比	duìbǐ	n.	contrast
		v.	compare; contrast
对方	duìfāng	n.	the other side
对付	duìfu	v.	deal with; cope with
对于	duìyú	prep.	with regard to; concerning to
多样	duōyàng	adj.	diversified
			E
儿童	értóng	n.	children
耳机	ěrjī	n.	earphone
二手	èrshǒu	adj.	second-hand
			F
发挥	fāhuī	v.	to bring into play
发票	fāpiào	n.	invoice
发展	fāzhǎn	v.	develop; expand
		n.	development
翻译	fānyì	v.	translate; interpret
		n.	translator; interpreter
反而	fǎn’ér	adv.	on the contrary
反映	fǎnyìng	v.	reflect
方案	fāng’àn	n.	scheme; plan

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
放松	fàngsōng	v.	relax; slacken
肥	féi	adj.	fat
分享	fēnxiǎng	v.	share
奋斗	fèndòu	v.	struggle; fight
风格	fēnggé	n.	style; manner; mode
风景	fēngjǐng	n.	scenery; landscape
否则	fǒuzé	conj.	otherwise
符号	fúhào	n.	symbol; mark
符合	fúhé	v.	accord with
富	fù	adj.	rich; wealthy
付出	fùchū	v.	pay; expend
负担	fùdān	n.	burden; load
负责	fùzé	v.	be responsible for
		G	
改善	gǎishàn	v.	improve; modify
改正	gǎizhèng	v.	correct; amend
赶	gǎn	v.	catch up with
感兴趣	gǎn xìng qù	v.	to be interested
高价	gāojià	n.	high price
高尚	gāoshàn	adj.	noble; lofty
高铁	gāotiě	n.	high-speed railway
根据	gēnjù	n.	basis; grounds
		prep.	on the basis of

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
更	gèng	adv.	even more
工程	gōngché	n.	project; programme
工资	gōngzī	n.	wage; pay; salary
购买	gòumǎi	v.	purchase; buy
关于	guānyú	prep.	about; on; with regard to
关系	guānxi	n.	connections; relations
关心	guānxīn	v.	concerned about
光临	guānglí	v.	to honour with one's presence
管理	guǎnlǐ	v.	manage; administer
逛	guàng	v.	stroll; ramble
规模	guīmó	n.	scale; dimensions
规则	guīzé	n.	rule; regulation
果实	guǒshí	n.	fruit; gains
骨头	gǔtou	n.	bone
固定	gùdìng	adj.	fixed; regular
			H
海水	hǎishuǐ	n.	seawater
含量	hánliàng	n.	content; quality contained
行业	hángyè	n.	profession; industry
合同	hétong	n.	contract
环境	huánjìn	n.	environment; surroundings
缓解	huǎnjiě	v.	relieve; alleviate
回复	huífù	v.	to reply

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
汇报	huìbào	v.	report; give an account of
伙伴	huǒbàn	n.	partner; companion
货	huò	n.	goods; commodity
获取	huòqǔ	v.	obtain; gain
或许	huòxǔ	adv.	perhaps; maybe
忽视	hūshì	v.	ignore; overlook
呼吸	hūxī	v.	breathe; respire
互联	hùliánw	n.	Internet
互相	hùxiāng	adv.	mutually; each other
		J	
加班	jiābān	v.	work overtime
加入	jiārù	v.	add; put in
家务	jiāwù	n.	household duties
坚固	jiāngù	adj.	firm; solid
将来	jiānglái	n.	future
教授	jiāoshòu	n.	to teach; instruct
假如	jiǎrú	prep.	if; suppose ; in case
简历	jiǎnlì	n.	resume
奖金	jiǎngjīn	n.	money award; bonus
奖学	jiǎngxué	n.	scholarship
讲座	jiǎngzuò	n.	lecture
渐渐	jiànjiàn	adv.	gradually

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
健身	jiànshēn	v.	keep fit with exercise
降低	jiàngdī	v.	deduce; cut down
降价	jiàngjià	v.	cut the price
降温	jiàngwē	v.	lower the temperature
教训	jiàoxùn	n.	lesson; moral
		v.	to chide somebody; to lecture somebody
结论	jiélùn	n.	conclusion
节省	jiéshěng	v.	economise; save
解决	jiějué	v.	solve; settle
解释	jiěshì	v.	explain; interpret
究竟	jiūjìng	adv.	actually; exactly
积累	jīlěi	v.	accumulate
机遇	jīyù	n.	opportunity
精力	jīnglì	n.	energy; vigour
经验	jīngyàn	n.	experience
即将	jíjiāng	adv.	be about to
紧张	jǐnzhāng	adj.	nervous; intense
寄	jì	v.	post; mail
季度	jìdù	n.	a quarter of a year
季节	jìjié	n.	season
技巧	jìqiǎo	n.	skill; technique
技术	jìshù	n.	technology
记者	jìzhě	n.	journalist; reporter

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
进口	jìnkǒu	v.	import
尽力	jìnlì	v.	try one's best
竟然	jìngrán	adv.	to one's surprise
角色	juésè	n.	role; persona
居住	jūzhù	v.	live; dwell
具备	jùbèi	v.	possess; have
距离	jùlí	n.	distance
		K	
考察	kǎochá	v.	inspect; observe and study
考虑	kǎolǜ	v.	think over; consider
看来	kànlái	adv.	seem; look as if
看望	kànwàng	v.	call on; visit
空间	kōngjiān	n.	space
恐怕	kǒngpà	adv.	for fear of
快递	kuàidì	n.	express delivery
扩展	kuòzhǎn	v.	to expand; to extend
		L	
垃圾	lājī	n.	rubbish; garbage
来不及	láibují	v.	there's not enough time to do sth
来得及	láidejí	v.	there's still time to do sth
来源	láiyuán	n.	source; origin

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
冷静	lěngjìng	adj.	sober; calm
乐趣	lèqù	n.	pleasure; joy
泪水	lèishuǐ	n.	tear; teardrop
联系	liánxì	v.	get in touch with
良好	liánghǎo	adj.	good; well
了解	liáojiě	v.	understand; comprehend
疗养	liáoyǎng	v.	recuperate; convalesce
留学	liúxué	v.	study abroad
离不开	líbùkāi	v.	can't do without
临时	línshí	adj.	temporary; provisional
立即	lìjí	adv.	immediately
利益	lìyì	n.	interest
另外	lìngwài	adv.	in addition; besides
乱	luàn	adj.	in disorder
		M	
没法儿	méifǎr	adv.	absolutely impossible
梦想	mèngxiǎng	n.	dream
免费	miǎnfèi	v.	free of charge
面临	miànlín	v.	faced with
面试	miànshì	v.	interview

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
描述	miáoshù	v.	describe
迷	mí	v.	be fascinated by
名牌儿	míngpáir	n.	famous brand
名人	míngrén	n.	famous person
密码	mìmǎ	n.	password
秘密	mìmì	n.	secret
密切	mìqiè	adj.	close; intimate
默默	mòmò	adj.	quiet; silent
			N
难道	nándào	adv.	giving force to a rhetorical question
难免	nánmiǎn	adj.	hard to avoid
浓	nóng	adj.	dense; thick
			P
培养	péiyǎng	v.	cultivate; foster
片面	piànmiàn	adj.	unilateral; one-sided
批评	pīpíng	v.	criticise; comment
品质	pǐnzhì	n.	character; intrinsic quality
			Q
亲爱	qīn'ài	adj.	dear; beloved
亲密	qīnmì	adj.	close; intimate
青春	qīngchū	n.	youth; youthfulness

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
	n		
情景	qíngjǐng	n.	scene; sight
穷	qióng	adj.	poor
秋季	qiūjì	n.	autumn season
全面	quánmiàn	adj.	overall; comprehensive
趋势	qūshì	n.	trend; tendency
确实	quèshí	adv.	really; indeed
R			
热闹	rènao	adj.	lively; bustling
弱	ruò	adj.	weak; feeble
如今	rújīn	n.	nowadays; now
S			
森林	sēnlín	n.	forest
色彩	sècǎi	n.	colour; hue
伤害	shānghài	v.	injure; harm; hurt
商务	shāngwù	n.	commerce; commercial affairs
善良	shànliáng	a.	kind-hearted
深厚	shēnhòu	a.	deep; profound; solid
神秘	shénmì	a.	mysterious; mystical
设置	shèzhì	v.	set up; establish
甚至	shènzhì	adv.	even (to the extent that)

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
失败	shībài	v.	be defeated; fail
实用	shíyòng	adj.	practical; pragmatic
是否	shìfǒu	adv.	whether or not
事物	shìwù	n.	thing; object
适应	shìyìng	v.	suit; adapt to
首先	shǒuxiān	adv.	before all others; first
受不了	shòubuliǎo		cannot stand or endure
售货员	shòuhuòyuán	n.	shop assistant
睡着	shuìzháo	v.	to fall asleep
说不定	shuōbudìng	v.	unsure; not certain
说服	shuōfú	v.	try to persuade
输入	shūrù	v.	bring in; introduce
舒适	shūshì	adj.	comfortable; cosy
熟练	shúliàn	adj.	skilled; practised
数据	shùjù	n.	data
数码	shùmǎ	n.	digit; cipher
树林	shùlín	n.	woods; grove
树叶	shùyè	n.	leaves of a tree
思考	sīkǎo	v.	think deeply
随手	suíshǒu	adv.	conveniently; without the extra trouble

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
塑料	sùliào	n.	plastic
塑料袋	sùliàodài	n.	plastic bag
		T	
台上	táishàng		on stage
特价	tèjià	n.	bargain price
挑选	tiāoxuǎn	v.	choose; select
调皮	tiáopí	adj.	naughty
挑战	tiǎozhàn	v.	to challenge
提供	tígōng	v.	provide; supply
体会	tǐhuì	n.	personal experience
		v.	to learn through experience; to realise
替代	tìdài	v.	substitute for
童年	tóngnián	n.	childhood
推销	tuīxiāo	v.	promote sales
图案	tú'àn	n.	pattern; design
土地	tǔdì	n.	land; soil
		W	
网络	wǎngluò	n.	network
网址	wǎngzhǐ	n.	website address
万一	wànyī	conj.	just in case; what if
微笑	wēixiào	v.	smile
微信	wēixìn	n.	WeChat

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
维修	wéixiū	v.	to protect and maintain
尾巴	wěiba	n.	tail
未必	wèibì	adv.	may not; not necessarily
为了	wèile	prep.	for the sake of
位于	wèiyú	v.	located; situated
问候	wènhòu	v.	to send a greeting
无聊	wúliáo	adj.	bored
误会	wùhuì	n.	misunderstanding
		v.	to misunderstand; to mistake
		X	
相处	xiāngchǔ	v.	get along with one another
相反	xiāngfǎn	conj.	on the contrary
夏季	xiàjì	n.	summer season
下载	xiàzǎi	v.	download
修改	xiūgǎi	v.	revise; modify
兴奋	xīngfèn	adj.	be excited
喜爱	xǐ’ ài	v.	like; be fond of
细节	xìjié	n.	details
系列	xìliè	n.	series; set
细致	xìzhì	adj.	careful; meticulous
幸福	xìngfú	n.	happiness; well-being
性格	xìnggé	n.	disposition; temperament

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
兴趣	xìngqù	n.	interest; taste
寻找	xúnzhǎo	v.	seek; look for
Y			
研究生	yánjiūshēng	n.	postgraduate student
演出	yǎnchū	n.	performance; show
		v.	perform; put on a show
演员	yǎnyuán	n.	actor or actress
养成	yǎngchéng	v.	cultivate; raise
业余	yèyú	adj.	nonprofessional; amateur
引导	yǐndǎo	v.	guide; lead; show around
赢得	yíngdé	v.	win; gain
营业	yíngyè	v.	do business
议论	yìlùn	n.	comment; remark
		v.	talk; discuss
义务	yìwù	n.	duty; obligation
优良	yōuliáng	adj.	fine; good
优秀	yōuxiù	adj.	outstanding; excellent
勇气	yǒngqì	n.	courage; nerve
圆满	yuánmǎn	adj.	satisfactory; perfect
运用	yùnyòng	v.	use; wield; apply

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
			Z
赞赏	zànshǎng	v.	appreciate; admire
战胜	zhànshèng	v.	defeat; triumph over
针对	zhēnduì	conj.	in accordance with
		v.	direct against; aim
真正	zhēnzhèng	adj.	genuine; true
		adv.	really; indeed
整理	zhěnglǐ	v.	put in order; sort out
支持	zhīchí	v.	support; stand by
之一	zhīyī		one of sth
值得	zhídé	v.	worth; deserve
职业	zhíyè	n.	occupation; vocation
质量	zhìliàng	n.	quality
智能	zhìnéng	n.	intellectual power or ability
专心	zhuānxīn	adj.	concentrate one's attention
主持人	zhǔchírén	n.	host; master of ceremonies
资料	zīliào	n.	data; material
资源	zīyuán	n.	natural resource; recourses
自然	zìrán	adj.	natural; free from affection
总之	zǒngzhī	conj.	in a word; anyway

词语 Word/Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
最	zuì	adv.	most; -est
		n.	the utmost; the best
左右	zuǒyòu	n.	(after a numeral) about; or so

附录 10 Appendix X：中学六年级超纲词 Supplementary Vocabularies for Senior Six

词语 Word/ Phrase	拼音 Pinyin	词性 Part of Speech	词义 Meaning
		A	
安静	ānjìng	adj.	quiet; peaceful; silent
安慰	ānwèi	v.	to comfort; to console
百年大计	bǎinián dàjì	idiom	a project of vital and lasting importance
		B	
抱	bào	v.	hold or carry in the arms; embrace
比如	bǐrú	v.	take sth for example
毕竟	bìjìn	adv.	after all; all in all
濒危	bīnwēi	v.	in imminent danger; endangered
博物馆	bówùguǎn	n.	museum
不合时宜	bùhé shíyí	idiom	incompatible with present needs
不慌不忙	bùhuāng bùmáng	idiom	unhurried; calm; leisurely

		C	
采访	cǎifǎng	v.	to interview; to gather news
参加	cānjiā	v.	to participate; to take part
差不多	chàbùduō	adj.	about the same; similar
		adv.	almost; nearly
差点	chàdiǎn	adv.	almost; nearly; on the verge of
重新	chóngxīn	adv.	again; anew; afresh
聪明	cōngming	adj.	intelligent; bright; clever
		D	
打扰	dǎrǎo	v.	to disturb; to bother; to trouble
打扮	dǎbàn	v.	to dress; to make up
打游戏	dǎyóuxì	v.	to play computer game
地久天长	dìjiǔ tiānchán g	idiom	for ever and ever
电脑游戏	diànnǎo yóuxì	n.	computer game
电子时代	diànzǐ shídài	n.	electronic age
		F	
发型	fàxíng	n.	hairstyle; hairdo
风靡一时	fēngmǐ yìshí	idiom	become fashionable for a while
		G	
感觉	gǎnjué	n.	sense perception; feeling
		v.	feel; become aware of
搞	gǎo	v.	do; carry out; make
顾客	gùkè	n.	customer; client
故意	gùyì	adv.	intentionally; on purpose

国宝	guóbǎo	n.	national treasure
国粹	guócuì	n.	quintessence of national culture
		H	
海洋	hǎiyáng	n.	sea and oceans
好像	hǎoxiàng	v.	to seem like; as if
好动	hàodòng	adj.	active; restless; energetic
合适	héshì	adj.	suitable; appropriate; fitting
皇冠鹤	huángguànhè	n.	crown bird
化妆	huàzhuāng	v.	to put on makeup
活泼	huópo	adj.	lively; vivacious
		J	
交	jiāo	v.	to make friends
骄傲	jiāo'ào	adj.	be proud of sth; arrogant
价值观	jiàzhíguān	n.	system of values
结果	jiéguǒ	n.	result; outcome
		adv.	as a result; finally
京剧	jīngjù	n.	Beijing opera
尽管	jǐn'guǎn	adv.	feel free to; not hesitate to
		K	
肯定	kěndìng	adj.	positive; affirmative
		v.	affirm; confirm
懒	lǎn	adj.	lazy
		L	
理想	lǐxiǎng	n.	ideal; perfect

		adj.	ideal; dream; aspiration
流行	liúxíng	adj.	popular; fashionable
绿化	lǜhuà	v.	to make green with plants
		M	
美术馆	měishùguǎn	n.	art gallery
		N	
难怪	nánguài	adv.	no wonder; not surprising
		P	
拍摄	pāishè	v.	to film; to shoot a picture
品德	pǐndé	n.	moral character
品牌	pǐnpái	n.	brand; trademark
		Q	
欺骗	qīpiàn	v.	to deceive; to cheat
栖息	qīxī	v.	to perch; to dwell
千万	qiānwàn	adv.	be sure to; must
其次	qícì	conj.	next; secondly
		adj.	secondary
其中	qízhōng	n.	among them; in it
		R	
日新月异	rìxīn yuèyì	idiom	change with each passing day
		S	
森林	sēnlín	n.	forest
商标	shāngbiāo	n.	trademark

舍不得	shěbùdé	v.	to hate to part with
生态园	shēngtàiyuán	n.	ecological garden
时髦	shímáo	adj.	fashionable; stylish
时尚	shíshàng	adj.	fashionable
收入	shōurù	n.	income; earnings
收银员	shōuyínyuán	n.	cashier
手忙脚乱	shǒumáng jiǎoluàn	idiom	in a rush; in a flurry
饲养	sìyǎng	v.	to raise; to rear
		T	
态度	tàidù	n.	manner; attitude
讨厌	tǎoyàn	v.	dislike; be disgusted with
条件	tiáojiàn	n.	condition; requirement
挺	tǐng	v	endure; hold out
通知	tōngzhī	n.	notice; circular
		v.	notify; inform ; give notice
推销员	tuīxiāoyuán	n.	salesman
		W	
万岁	wànsuì	v.	long live
网课	wǎngkè	n.	online course
网迷	wǎngmí	n.	cyber mania
污染	wūrǎn	v.	pollute; contaminate
		n.	pollution
无忧无虑	wúyōu wúlǜ	idiom	free from care; feel from all anxieties

X			
习惯	xíguàn	v.	accustomed to; used to
		n.	habit; custom
习性	xíxìng	n.	habits and characteristics
羡慕	xiànmù	v.	admire; envy
线上	xiànshàng	adj.	on-line
线下	xiànxià	adj.	off-line
信息	xìnxī	n.	information; news
信心	xìnxīn	n.	confidence; faith
熊猫	xióngmāo	n.	panda
Y			
言传身教	yánchuán shēnjiào	idiom	teach by precept and example
样子	yàngzi	n.	appearance; pattern
野生	yěshēng	adj.	wild; undomesticated
一分钱一分货	yìfēnqián yìfēnhuò	idiom	you get what you pay for
应聘	yìngpìn	v.	accept an offer of employment
悠闲自在	yōuxián zìzai	idiom	leisurely and carefree
优秀	yōuxiù	adj.	outstanding; excellent
油画	yóuhuà	n.	oil painting
由于	yóuyú	prep.	owing to; due to
		conj.	because; since
有板有眼	yǒubǎn yǒuyǎn	idiom	orderly; methodical; rhythmical
有名	yǒumíng	adj.	well-known; famous

有模有样	yǒumú yǒuyàng	idiom	vividly
友谊	yǒuyì	n.	friendship
原来	yuánlái	adj.	original; formal
		adv.	as it turns out
允许	yǔnxǔ	v.	permit; allow
		n.	permission
		Z	
再说	zàishuō	adv.	what's more; besides
糟	zāo	adj.	messy; decayed
招聘	zhāopìn	v.	to recruit
正好	zhènghǎo	adj.	just in time; just right
		adv.	happen to; as it happens
知足常乐	zhīzú chánglè	idiom	satisfied with what one has
植树	zhíshù	v.	to plant trees
职业学校	zhíyè xuéxiào	n.	vocational school
中国画	zhōngguó huà	n.	traditional Chinese painting
专业	zhuānyè	n.	major; specialization
		adj.	professional
尊重	zūnzhòng	v.	to respect; to esteem

附录 11 Appendix XI: 中学六年级语法表 Chinese Language Grammar for Senior 6

1.词类 Part of Speech Category

名词 Noun	解析 Analysis	例句 Example
其中	"其中"，名词，表示"那个里面、那些里面"的意思，指范围、住所。 The noun "其中" means "within that" or "among these", indicating a scope or location.	我们不仅要会读书，还要会选择**其中**的好书来读。
左右	"左右"，名词，只用在数量词后面，表示比某一数量稍多或者稍少。 The noun "左右" can only be used after the numerals, indicating being slightly more or less than a certain quantity.	这儿不能停车，前方 500 米**左右**有个免费停车场，您可以把车停到那儿。

量词 Measure word	解析 Analysis	例句 Example
倍	"倍"，量词，表示倍数。它属于自主量词，后面一般不跟名词。 The measure word "倍" indicates the quotient of one number divided by another. It is an unbound measure word, usually not followed by any noun.	二的五**倍**是十。

动词 Verb	解析 Analysis	例句 Example
比如	"比如"，动词，引出说明某事物、某情况的例子。 The verb "比如" introduces examples to explain something or some situation.	小时候幸福是一件东西，**比如**一块橡皮、一块糖，得到了就很幸福。
来不及	"来不及"，动词，表示因为时间短，无法赶上。可以单独使用，也可以后面带动词。	等你身体出现问题了，后悔就**来不及**了。

动词 Verb	解析 Analysis	例句 Example
	The verb “来不及” indicates something cannot be done because time is short. It can either be used independently or be followed by verbs.	
弄	“弄”，动词，表示“做”的意思，可以代表其他一些动词的意义，常用在口语中。 The verb “弄” means “to do, to make”. It is used in spoken Chinese instead of certain other verbs.	一会儿搬沙发的时候要小心点儿，别**弄**（碰）坏了。
值得	“值得”，动词，表示做某事有价值，有好的结果。 The verb “值得” indicates that something is worth doing and will bring good results.	你应该改改自己的脾气，别总是为一点儿小事生气，不**值得**。

副词 Adverb	解析 Analysis	例句 Example
本来	“本来”，副词，表示按道理应该这样；还可以表示“原先、原来”的意思。 The adverb “本来” introduces naturally, it goes without saying; it can also mean “originally, at first”.	这件事**本来**应该听他的。
毕竟	“毕竟”，副词，表示充分肯定重要的或正确的事实，暗含否定别人的不重要的或错误的结论。 The adverb “毕竟” indicates fully affirming important or correct facts and implicitly denying others unimportant or wrong conclusions.	他**毕竟**只是个孩子。
从来	“从来”，副词，表示从过去到现在都是这样。 The adverb “从来” indicates something has always been like this from the past to the present.	虽然我们认识的时间并不长，但我**从来**没这么快乐过。
大概	“大概”，副词，表示对数量、时间不太准确的	我想校长**大概**会

副词 Adverb	解析 Analysis	例句 Example
	估计，也表示对情况的推测，有很大的可能性。也可以是形容词，表示不很准确或者不很详细。 The adverb "大概"is used for approximate speculation about an amount, time or a situation, indicating a big possibility. The adjective "大概" means "not accurate or detailed".	同意这个计划。
究竟	"究竟"，副词，用在疑问句或者带疑问词的非疑问句里，表示追究，加强疑问语气，多用于书面语。 The adverb "究竟" is used in an interrogative sentence or a sentence with an interrogative word to indicate inquiry and strengthen the interrogative mood.	**究竟**哪个季节去北京旅游比较好呢？
竟然	"竟然"，副词，用在动词或形容词之前，表示没有想到，出乎意料。 The adverb "竟然"is used before a verb or an adjective to indicate unexpectedness or surprise.	回家以后，我才发现，**竟然**忘了去商场的超市买果汁。
难道	"难道"，副词，加强反问语气。用于肯定反问句，表示否定的意思；用于否定反问句，表示肯定的意思。 The adverb "难道" emphasises the tone of a rhetorical question. Positive rhetorical questions indicate negative meaning, and negative rhetorical questions indicate positive meaning.	怎么又买了这么多饼干和巧克力？**难道**你不减肥了？
千万	"千万"，副词，表示"务必、一定"的意思，后面常接否定形式。 The adverb "千万" means "must" or "to be sure to", usually followed by a negative structure.	开车**千万**别喝酒，喝酒**千万**别开车。
确实	"确实"，副词，对客观情况的真实性表示肯定。	你**确实**比以前更年轻、更漂亮

副词 Adverb	解析 Analysis	例句 Example
	The adverb "确实" confirms the veracity of an objective condition.	了。
甚至	"甚至"，副词，强调突出的事例，可以放在并列的名词、动词、小句的最后一项之前，突出这一项。 The adverb "甚至" emphasises a salient case or example. It can be put before the last one of the coordinate nouns, verbs or clauses to stress this item.	很多时候。我们不得不去做一些自己不愿意做**甚至**是非常不喜欢的工作。
是否	"是否"，副词，是不是，一般用于书面语。 The adverb "是否" means "whether or not", usually used in written Chinese.	这本书我不知道她**是否**能读懂。

连词 Conjunction	解析 Analysis	例句 Example
否则	"否则"，连词，是"如果不是这样"的意思。"否则"后面的句子表示从前面句子推论出的结果，或者提供另一种选择。 The conjunction "否则" means "if not…, then…". The sentence following it indicates the result inferred from the previous sentence or offers another choice.	他一定有重要的事找你，**否则**不会打这么多次电话来。
尽管	"尽管"，连词，一般用在复句的前一分句，提出一个事实，后一分句是一般情况下不会出现的结果。 The conjunction "尽管"is usually used in the first clause of a complex sentence to state a fact, often coordinating with words indicating a transition.	**尽管**已经毕业这么多年，我们还是经常联系的。
既然	"既然"，连词，用在复句的前一分句，意思是"因为事实已经是这样了"。 The conjunction "既然"is used in the first	你**既然**不愿意打球，为什么还要打？

连词 Conjunction	解析 Analysis	例句 Example
	clause of a complex sentence, meaning "since this is the fact now".	
然而	"然而"，连词，用在后半句的开头，表示转折，多用于书面语。"然而"后可加逗号，表示停顿。 The conjunction "然而"is used at the beginning of the second half of a sentence to indicate a turn in meaning, usually used in written Chinese. It can be followed by a comma to indicate a pause.	她虽然失败了很多次，**然而**一直没有放弃。

介词 Preposition	解析 Analysis	例句 Example
对于	"对于"，介词，表示某种态度或情况所涉及的对象。"对于……"可用在主语前或后。 The preposition "对于" introduces the object that a certain attitude or situation is concerned with. "对于…" can either precede or follow the subject.	**对于**这件事，我跟大家的看法不同。
随着	"随着"，介词，表示一件事情是另外一件事情发生的条件，后面一般是带修饰语的双音节动词。 The preposition "随着" indicates something is the condition under which something else happens. It is usually followed by a disyllabic verb by an adjunct.	**随着**社会发展，京剧也在改变，以适应不同年龄观众的需要。
为了	"为了"，介词，表示引出原因或目的。 The preposition "为了" introduce the reason or purpose.	**为了**孩子，我决定不去国外工作了。

兼类词 Multi-category word	解析 Analysis	例句 Example
差不多	"差不多"，可以做形容词，表示亲近、差别不大。 "差不多" can be used as an **adjective** to mean "approximate" and "without much difference."	这两个电子词典看上去**差不多**。
	"差不多"也可以做副词，表示在程度、范围、时间、距离、数量等方面很接近。 "差不多" can also be used as an **adverb** to indicate being close in terms of degree, scope, time, distance or quality, etc.	女儿**差不多**和我一样高了。
肯定	"肯定"可以做副词，表示一定、没有问题。 "肯定" can be used as an **adverb** to indicate "certainly" and "without a doubt."	您放心，质量**肯定**不"打折"。
	"肯定"也可以做形容词，表示确定的、明确的。 "肯定" can also be used as an **adjective**, meaning "certain" or "definite."	不能**肯定**的事，最好不要说。
恐怕	"恐怕"，动词，表示"担心"的意思。 The **verb** "恐怕" means "to be afraid".	那份工作我**恐怕**完成不了。
	"恐怕"，副词，表示"估计，而且有点儿担心"的意思。 The **adverb** "恐怕" indicates an estimation or guess, meaning "probably, perhaps".	京剧演出 7 点就开始了，现在**恐怕**已经结束了。
结果	"结果"，可以做名词，表示事情发展达到的最后状态。 "结果" can be used as a **noun** to indicate the final state that something has developed into.	勇敢地去做想做的事，不要担心**结果**。
	"结果"也可以做连词，表示因果关系。 "结果" can be used as a **conjunction** to indicate a cause-effect relationship.	妻子每天都跑步，**结果**她一个月瘦了十斤。

兼类词 **Multi-category word**	解析 **Analysis**	例句 **Example**
另外	"另外"，代词，表示上文所说范围以外的人或事。 The **pronoun** "另外" indicates a person or thing other than those that have been mentioned.	这件衣服有点儿大，你试试**另外**的那件吧。
	"另外"，副词，表示在上文所说范围以外。 The **adverb** "另外" means "beyond the scope mentioned previously".	家里的空调坏了，咱们**另外**再买一个吧。
	"另外"，连词，表示"除此以外"的意思，可以连接分句、句子等。 The **conjunction** "另外" means "besides", used to connect clauses or sentences, etc.	现在上网买东西很方便，**另外**，还比较便宜。
相反	"相反"，连词，用在后面句子的开头或中间，表示转折或递进的意思。 The **conjunction** "相反"is used at the beginning or in the middle of the following sentence to indicate a contrary or further meaning.	如果还是使用以前的办法，不但不能解决任何问题，**相反**，会使问题变得更复杂。
	"相反"，形容词，表示事物的两个方面互相对立或排斥。 The **adjective** "相反" indicates the two aspects of something opposing or contradicting each other.	调查结果和他们想的几乎完全**相反**。
由于	"由于"，可以做连词，表示原因，后面跟句子，一般用在复句的前一个分句中。 "由于" can be used as a **conjunction** to indicate the reason for something, usually followed by a sentence and used in the first clause of a complex sentence.	**由于**爸爸生病了，所以我们推迟了去北京旅游的计划。
	"由于"，还可以做介词，也可以表示原因，	**由于**工作的需

兼类词 Multi-category word	解析 Analysis	例句 Example
	后面跟名词性词语。 "由于" can also be used as a **preposition** indicating a reason; it is followed by a nominal phrase.	要，我要去北京出差一周。
原来	"原来"，可以做名词，表示"开始的时候、从前"，后面接的分句或句子所描述的情况跟以前的情况不同。 "原来" can be used as a **noun** to mean "the beginning, the past", indicating the situation described in the clause or sentence following it is different from that in the past.	坐火车从北京到上海，**原来**最快差不多需要 12 个小时。
	"原来"，还可以做形容词，表示"以前的、没有改变的"。不能单独做谓语，修饰名词时后面要加"的"。 "原来" can be used as an **adjective** to mean "originally, unaltered". It cannot be used alone as the predicate. When it modifies a noun, "的" should be used after it.	按**原来**的计划应该是两周，但是我们可以提前完成。
	"原来"，还可以做副词，表示"以前某一时期"，含现在已经不是这样的意思。 "原来" can be used as an **adverb** to indicate "a certain period in the past", meaning something/somebody has changed now.	她**原来**是汉语老师，现在已经成了一名律师。
再说	"再说"，可以做动词，表示（把事情）留到以后办理或考虑。 "再说" can be used as a **verb** to indicate to put something off until late.	以后的事，以后**再说**。
	"再说"也可以做连词，表示对前面的话补充进一步的情况。	今天买的东西太多了。**再说**，这

兼类词 Multi-category word	解析 Analysis	例句 Example
	"再说" can be used as a **conjunction** to explain a further situation in addition to what has been said.	个月已经花了五千多了。
正好	"正好"，可以做形容词，正合适，表示（时间、位置、体积、数量、程度等）满足某个条件（不早不晚、不前不后、不大不小、不多不少、不高不低等）。 "正好" can be used as an **adjective** to mean "just right", indicating a certain condition (in terms of time, position, size, quantity or degree, etc.) is met (i.e., it is neither too early nor too late, neither too big nor too small, neither too much nor too little, neither too high or too low, etc.)	苹果八块，西瓜十一块五，**正好**二十块。
	"正好"，也可以做副词，表示恰好或遇到某个机会做某事。 "正好" can also be used as an **adverb** to mean "it is the right time or quality to do something."	我们下午要去踢足球，**正好**一起去吧。

2. 词语辨析 Synonym Analysis

近义词 Synonym	相同点 Similarities	不同点 Differences
本来 VS 原来	1.两者都可做形容词，表示“以前的、没有改变的”。 Both can be used as adjectives, indicating “original, unaltered.” 这是它**原来/本来**的颜色，不过现在已经穿了好几年，颜色都变了。 2.两者都可做副词，表示“以前的情况跟现在不一样”。 Both can be used as adverbs, indicating “the situation in the past is different from that at present.” 我家**原来/本来**住这儿附近，不过这里以前不像现在有这么多楼房。	1.“原来”做副词可以表示“发现了以前不知道的情况”。 When “原来”is used as an adverb, it can indicate “a formerly unknown situation has been found out.” 我还以为是谁帮我打扫房间呢，**原来**是你啊！ 2.而“本来”做副词可以表示“按道理应该这样”。 When “本来”is used as an adverb, it can indicate “it should have been like this.” 这本书**本来**应该昨天还给你，真不好意思。
千万 VS 一定	两者都是副词，表示“提出要求，嘱咐”的意思。 Both are adverbs indicating giving a requirement or used in exhortation.	1.表示以下意思时，虽然两者都既可以用于肯定句，又可用于否定句，但是“千万”更多用于否定句，常跟“别、要/不要、不能”连用。 In case, though both can be used in an affirmative or negative sentence, “千万”is usually used in a negative sentence

	通过失败你能获得别人没有的经验，**千万/一定**不要因为失败就不努力了。	together with “别”，“要不要” or “不能”. 工作只是生活的一部分，出去工作是为了让生活变得更好，因此，**千万**不要把工作中的不愉快带到生活中来。 2.“一定” 更常用于肯定句中，常跟 “要/不要、能/不能” 连用。 while “一定”is usually used in an affirmative sentence together with “要/不要” or “能/不能”. 找工作的人**一定**要到这里看一看，这里提供的工作机会是最多的。 3.表示以下意思时，“千万” 的语气比较委婉、和缓，常有 “希望别人怎么做” 的意思。 In case, “千万” conveys a more polite and mild tone, often meaning “hope someone to do something”. 当机会到来时，**千万**不要放手，有什么想做的事就麻黄素那个去做吧。 4.“一定” 的语气更强，常有命令的意味，要求别人坚决做到。 while “一定” expresses a stronger, usually commanding tone, often meaning someone must do something. 这几个动作你做得还是不太标准，在正式比赛前**一定**要练好。
更 VS 最	两者都是副词。 They are both adverbs.	1.副词 “更” 用作形容词、选择动词或表示心理活动的动词前的副词。它表示两种事物之间的比较，或两种情况下事

		物的比较。 The adverb “更”is used as an adverbial in front of an adjective, an optative verb or a verb denoting a psychological activity. It indicates a comparison between two things, or that of something under two situations. 他比我**更**会游泳。 2.副词 “最” 用于比较，表示一组人或事物的最高级。它通常用作形容词、选择动词或表示心理活动的动词之前的副词。 The adverb “最”is used in comparison to show the superlative degree among a group of people or things. It is often used as an adverbial before an adjective, an optative verb or a verb denoting a psychological activity. 他**最**爱听中国民乐。
使 VS 叫 VS 让	汉语中“使”“叫”“让”后搭配兼语表示致使的意思。 The Chinese words “使”， “叫”and “让” can all be followed by a pivotal element to mean “to cause”.	三个词基本意思相同，“使”常用于书面语，“叫”常用于口语。 The three of them mean the same thing, with “使” usually used in written Chinese, while “叫” is usually used in spoken Chinese. 读书**使**我快乐。 我想快点儿把照片发给大家，**叫**朋友们也高兴高兴。

3.固定格式 Fixed Format

结构 Structure	解析 Analysis	例句 Example
首先……其次……	“首先……其次” 常在书面语中搭配使用，表示按某个顺序列举事项。 The structure is often used in coordination with each other in written Chinese, indicating the sequence of the items enumerated.	不管做什么事情，**首先**应该明白你为什么要做，**其次**要知道怎么做。
挺……的	此结构中的“挺”表示“很”的意思。 The structure means “quite, rather”, similar to “很.”	这家店的东西**挺**好**的**。
对……来说	“对……来说”，表示站在某一角度看问题。 The structure indicates the angle from which a matter is seen.	**对**我**来说**，她很重要。
在……看来	“在……看来”，插入语，表示下文是发表意见或表达看法。 The structure (in sb.’ s opinion) is a parenthesis, indicating what is to be followed is an opinion or idea.	**在**我**看来**，比赛结果并不是最重要的。
拿……来说	“拿……来说”，用来引入要说明的事物或情况。 The structure is used to introduce the matter or situation to be illustrated.	**拿**他**来说**，他很符合招聘要求。
受不了	“受不了”，表示不能忍受（疼痛、痛苦、压力、不幸、态度、脾气等），一般用在名词或名词性短语前。 The structure means “cannot bear (the pain, suffering, stress, misfortune, attitude, temper, etc.)”, usually used before a noun or noun phrase.	天天对着电脑看，眼睛实在**受不了**。
在……方	“在.... 方面”在....方面引起话题。	**在**跳舞**方面**，他是

面	The structure is used to bring up a topic of conversation.	最棒的。
……（没）有……关系	该结构通常用于指示主语与名词或代词之间是否存在任何关系。 The structure is often employed to indicate whether or not there is any relationship between the subject and the noun or pronoun.	他跟这件事**没有关系**。

4.复句 Complex Sentences

复句 Complex Sentences	关联词语 Relative Phrases	解析 Analysis	例句 Example
承接关系 Successive Relation	先…… 又……	"先……，再/又……，然后……" 表示动作的先后顺序。"再" 表示动作还没有发生，"又" 表示动作已经发生了。 the structure "先……又…(first…then…)" indicates the sequence of a series of actions. "再" indicates the action has not happened yet, while "又" indicates the action has already happened.	我**先**坐了一个小时公共汽车，**又**坐了一会儿地铁才到小刚家。
转折关系 Transitional Relation	不是……而是	前一句否定，后一句肯定，对比着说明一件事。 The former sentence is negative and the latter sentence is affirmative, which explains one thing by contrast.	他这样做**不是**为了自己，**而是**为了大家。
	哪怕…… 也……	前一分句先承认某一事实，后一分句再提出说话人的看法。 The first clause states the fact, while the second gives the opinion of the speaker.	**哪怕**他的错误很严重，你**也**不应该打他。

复句 Complex Sentences	关联词语 Relative Phrases	解析 Analysis	例句 Example
条件关系 Conditional Relation	不管…… 都……	表示在任何条件下，都会出现后面的结果。 The result is sure to appear on any condition.	**不管**天气好不好，我们**都**照常外出。
假设关系 Hypothetical Relation	……可见……	“可见”是个连词，表示“可以看见”或“可以想见”，经常放在两个分句之间，引出结论。 “可见” is a conjunction that means “can be seen” or “can be imagined”. It is often placed between two clauses to conclude.	上课的时候他一直在睡觉，**可见**他昨晚睡得很迟。

5.常见句式 **Common Sentence Patterns**

句式 Sentence Pattern	结构 Structure	解析 Analysis	例句 Example
“把”字句（3） The Ba-Sentence (3)	A 把 B + V + Complement of Result/Direction	汉语中，用此结构表达对确定的人或事物产生某种结果或发生位置上的改变。 In Chinese, the structure can be used to indicate an action which is done on a definite person or thing and has brought a result to or has changed the position of the person or thing.	请同学们**把**铅笔拿出来。

句式 Sentence Pattern	结构 Structure	解析 Analysis	例句 Example
用"比"表示比较 Making comparisons by using "比"		介词"比"可用于比较两个事物的性质和特点。"比"与其宾语构成介词短语，在带形容词的句子中常置于形容词前。 The preposition "比" may be used to compare the qualities and characteristics of two things. "比" and its object form a prepositional phrase and are often placed before the adjective in a sentence with an adjectival.	小云**比**他忙。
强调句 Emphatic Sentence	连……也/都……	"连……也/都……"，表示强调。说话人通过强调一项极端的例子来说明另一种情况。 The structure is often used for emphasis. The speaker explains another kind of situation by emphasising an extreme case.	你太厉害了，**连**中文报纸**都**看得懂。
	没有……不……	"没有……不……" 用双重否定表强调。 The structure is used for double negation and expresses emphasis.	我们家**没有不**看电视的。

6．句子成分 **Component of Sentence**

句子成分 **Component of Sentence**	解析 **Analysis**	例句 **Example**
结果补语 Complements of result	一些动词或形容词可以放在动词后边，补充、说明动作的结果，它们叫结果补语。 Some verbs or adjectives can be used after a verb to add remarks about the result of an action. They are called complements of result.	我看见你的女朋友了。
趋向补语"出来"的引申义 Extended use of "出来"	"出来"，动词，可用在动词后面做趋向补语，表示某个动作行为让事物的状态从无变成有、从隐蔽变成显露。 The verb "出来" can be used after another verb as a complement of direction, indicating a certain action or behaviour; makes the state of something change from being non-existent to being existent or from being hidden to being obvious.	刚才我在旁边看到你跳中国舞了，没看出来你跳得这么好！
趋向补语"起来"的引申义 Extended use of "起来"	"起来"，动词，可用在动词后面做趋向补语，可表示动作方向从下到上，也可引申动作开始并继续，还可引申表示说话人从某方面评价人或事物。 The verb "起来" can be used after another verb as a complement of direction, indicating an upward movement, or extendedly, indicating the beginning and continuation of an action or the speaker's comment on a certain	你先把桌子上的东西拿起来，我擦完之后你再放下来。

句子成分 **Component of Sentence**	解析 **Analysis**	例句 **Example**
	aspect of somebody or something.	
可能补语(2) Complement of possibility (2)	“V+得/不+下” 表示某处是否可以放置一定数量或一定数量的东西。在这个结构中经常使用的动词是：站，坐，睡，停，放，住. “V+得/不+下” indicates whether a certain quantity or number of things can be put in some place. The verbs frequently used in this construction are: stand, sit, sleep, stop, put, live. “V+得/不+了” 表示某人是否可以做某事。（一般情况下，动词 “了” 只能用作可能补语。） “V+得/不+了” indicates whether somebody can do something. (In general, the verb “了” can only be used as a complement of possibility.) “V+得/不+动” 表示一个行为或动作是否会使某人或某物改变其原来的位置。 “V+得/不+动” shows whether or not a movement or an action will cause somebody or something to change its original position.	书包里放不下这么些东西。
多项定语 Multiple attributive	在名词前出现两个以上定语，叫做 “多项定语”。出现多项定语言时，定语的排列顺序大致是这样的：	人民大学这几位优秀汉语教师。

句子成分 **Component of Sentence**	解析 **Analysis**	例句 **Example**
	a.表示所属的名词、代词或短语+b.指示代词（表示哪一个）+c.数量短语（表示多少）+d.动词、动词短语（表示怎样的）+e.形容词、形容词短语（表示什么样的）+f.表示性质的名词+N。 Two or more attributives appear before the noun, this is called “multiple attributives”. When there are multiple attributive languages, the sequence of attributives is as follows: a. Indicates the noun, pronoun or phrase it belongs to + b. Demonstrative pronoun (which one to indicate) + c. Quantity phrase (how much to indicate) + d. Verb, verb phrase (how to indicate) + e. Adjective, adjective phrase (to indicate What kind of) +f.　A noun representing nature +N.	

句子成分 Component of Sentence	解析 Analysis	例句 Example
动量补语 The complement of frequency	动作量词“次”或“遍”常与数词连用，放在动词后作为动量补语，表示动作的次数。 “遍” 除了表示次数外，还表示一个动作从开始到结束的整个过程。 The action-measure word “次” or “遍” is often combined with a numeral and placed after a verb as the complement of frequency to express the frequency of an action. In addition to signifying the number of times, “遍” also denotes the whole process of an action from the beginning to the end.	这部小说我又看了两遍。

7.其他语言点 **Other Language Points**

结构 Structure	解析 Analysis	例句 Example
分数、百分数、倍数 Fractions, percentages and multiples	在分数中，“/”读作“分之”。首先读取分母，然后读取分子。 In a fraction, “/”is read as “分之”. The denominator is read first, and then the numerator. 百分号“%”读作“百分比”。 The percentage sign “%”is read as “百分之”. 读倍数，先读数字，再读“倍”字。 To read a multiple, the numeral is	3/4 四分之三 93% 百分之九十三 8 是 4 的两倍。

结构 Structure	解析 Analysis	例句 Example
	read first, and then the character “倍”.	
名词、量词和数量词短语的重叠 The reduplication of nouns, measure words, and numeral-measure word phrase	一些重叠的名词和量词表示“全部”或“没有例外”。它们经常用作主语或定语修饰语。 Some reduplicated nouns and measure words denote “all” or “without exception”. They are often used as subjects or attributive modifiers. 数量词短语重叠，主要是“一+M”的结构，用作表示动作方式的状语，意为“一个接一个”，后面跟着“地”。 Reduplicated numeral-measure word phrase, mainly the reduplicated pattern of “一+M” , are used as adverbials that denote the manner of an action, meaning “one after another”. It is followed by “地”.	我们一步一步地往上爬吧。
V1 着+O+V2+O V1 着+O1+V 着+O2	“V1 着+O+V2+O” 与 “V1 着+O1+V 着+O2” 表示动作的伴随。 The structure indicates two actions taking place at the same time, V1 being the accompanying state.	他喝着茶看着京剧。
等+VP/S-PP(的时候、以后)	“等+VP/S-PP（时候，以后）” 一般用在主句前，表示主句中动作发生的时间。 The structure “等+VP/S-PP (的时候、以后)” is generally used in an expression put before the main clause	等他上班的时候那你们再去找他。

结构 Structure	解析 Analysis	例句 Example
	to indicate the time when the action in the main clause takes place.	
“像” 表示列举 “像” used to cite examples	The verb “像” can be used to cite examples, but it is different from “比如”and normally cannot be put at the end of a sentence.	中国的大城市很多，像北京、上海、广州都是。
像+NP+一样	介词“像”的意思是“看起来像，像”。“像+NP+一样”的用法几乎与“跟+NP+一样”相同。 The preposition “像” means “to look like, to be like”. “像+ NP +一样”is used in almost the same way as “跟+NP+一样”.	白云就像大海一样。
结构助词“的”“得” Structural Particles “的” “得”	“的” 用在某些词或短语的后面，构成 “的” 字短语，可在句子中做定语、谓语、补语、主语和宾语。 “的”is used behind some words or phrases to form “的” phrase, which can be used as an attributive, predicate, complement, subject and object in a sentence. “得” 用在动词或形容词后，连接补语。 “得” is used after a verb or adjective to connect the complement.	这是她送给你的书。 他写字写得很快。
“会” 表示可能 “会” means possible	助动词“会”用在句子中，表示可能，通常用于为发生的事件。 The auxiliary verb “会”is used in a sentence to indicate the possibility, usually referring to something that	你穿得那么少，会感冒的。

结构 Structure	解析 Analysis	例句 Example
	hasn't happened.	
除此以外	"除此以外"，相当于"除了这个（指代前面所说的内容以外）"，一般用于书面语。 "除此以外" means "besides this (referring to what's been mentioned previously", usually used in written Chinese.	他和弟弟同一天出生，兄弟俩长得很像，但除此以外几乎再找不到其他共同点。
疑问代词表示任指 Interrogative Pronoun used to refer to everyone or everybody	疑问代词"什么、谁、哪、哪儿、哪里、怎么"等可以表示任何一个人或任何一件东西。 The interrogative pronoun "什么" (what), "谁" (who), "哪" (which), "哪儿" (where), and "怎么" (how), etc. can be used to refer to anybody or anyone.	没关系，不用道歉，谁都有粗心填错的时候。 什么东西都要通过努力才能得到。





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